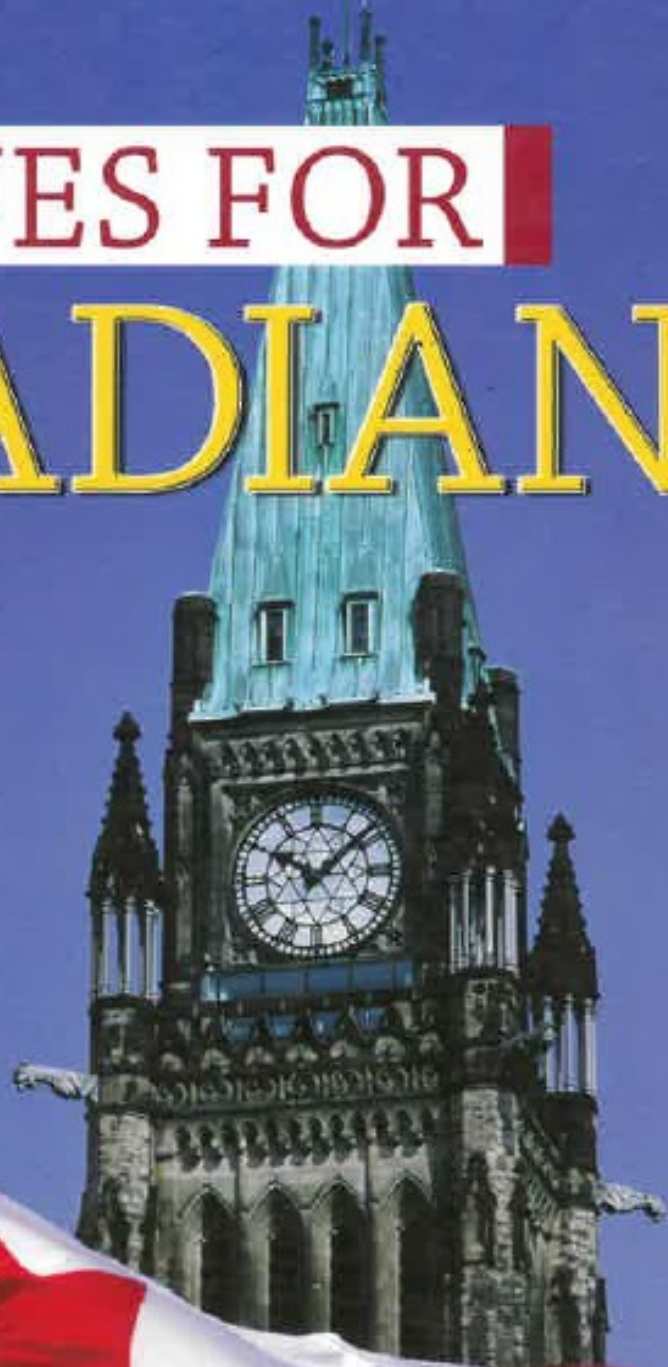




ISSUES FOR

CANADIANS



ISSUES FOR CANADIANS

Senior Author

Patricia Lychak

Authors

Darrell Anderson Gerrits

Alain Nogue

Jim Parsons

NELSON

EDUCATION

Issues for Canadians**Senior Author**

Patricia Lychak

AuthorsDarrell Anderson Gerrits,
Alain Nogue, Jim Parsons**Nelson Education Project Team****Director of Publishing**

Kevin Martindale

**General Manager, Social Studies,
Business Studies, and Languages**

Carol Stokes

Interim Product Manager

Doug Morrow

Assistant Editor

Kimberly Murphy

Editorial Assistant

Jessica Fung

Proofreaders

Nik Punto

Susan McNish

Indexer

Noeline Bridge

Production Manager

Helen Jager-Loecin

Design Director

Ken Phipps

Cover Design

Rocket Design

Printer

Transcontinental Printing Inc.

Duval House Publishing Project Team**Managing Editor**

Lynn Zwicky

Editor

Neil Sawers

Design and Production

Carol Dragich, Dragich Design

Image and Rights Acquisition

David Strand

Illustration

Urban Propaganda, Matt Gardner

MapsJohnson Cartographics Inc.,
Wendy Johnson**Custom Photography**Colorspace Photo-Graphics,
David VasicekCOPYRIGHT © 2008 by Nelson
Education Ltd.

ISBN-13: 978-0-17-633650-9

ISBN-10: 0-17-633650-8

Printed and bound in Canada

1 2 3 4 11 10 09 08

For more information contact

Nelson Education Ltd.,

1120 Birchmount Road,

Toronto, Ontario, M1K 5G4.

Or you can visit our Internet site at

<http://www.nelson.com>

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein, except for any reproducible pages included in this work, may be reproduced, transcribed, or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems—without the written permission of the publisher.

For permission to use material from this text or product, submit all requests online at www.cengage.com/permissions. Further questions about permissions can be emailed to permissionrequest@cengage.com

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections in future printings.

Senior Author

Patricia Lychak
Candidate, Masters of Arts in Education at the
University of Ottawa
Educational Consultant and Resource Developer
Former teacher and district office consultant,
Edmonton Catholic Schools
Previous program manager Alberta provincial
department of education

About the Authors

Darrell Anderson Gerrits, B.A., M. Ed.
Bigstone Cree Nation
Wabasca, Alberta
Alain Nogue
Consultant en education/Education Consultant
Membre engagé de la communauté francophone
de l'Alberta/
Active Member of Alberta's Francophone Community
Administrateur à la retraite, Alberta Education/
Alberta Education Senior Administrator, retired
Edmonton, Alberta

Jim Parsons
Professor, Faculty of Education
University of Alberta
Edmonton, Alberta

Contributors

Jill Fallis
Donna Marshall
Cardinal Leger Junior High School
Edmonton, Alberta
Scott Rollans

Reviewers

Monique Devlin
Acting Communications Manager
Métis Nation of Alberta
Edmonton, Alberta
Susan Cardinal Lamouche
Elected Secretary
Métis Settlements General Council
Edmonton, Alberta

Special Thanks

Paul Eugene Beauregard
Bigstone Cree Nation, Alberta
Claudette D. Roy, C.M.
Consultante en education/Education consultant
Edmonton, Alberta
Bruce Starlite
Tsuu T'ina First Nation, Alberta
Albert Yellowknee
Bigstone Cree Nation, Alberta

Contents

Introduction 2

CHAPTER 1 16

How effectively does Canada’s federal political system govern Canada for all Canadians?

- What is the structure of Canada’s federal political system?
- How do laws become laws?
- How do the media connect Canadians to their government?
- What do lobbyists do?

CHAPTER 2 56

To what extent is the justice system fair and equitable for youth?

- How do Canada’s justice system and the Youth Criminal Justice Act attempt to treat young offenders fairly and equitably?
- What role do Canadian citizens and organizations play in the fairness and equity of Canada’s justice system for youth?

CHAPTER 3 88

How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?

- How does the Charter protect individual rights and freedoms?
- How does the Charter affect law making in Canada?
- How does the Charter affect the workplace?

CHAPTER 4 118

To what extent has Canada affirmed collective rights?

- What laws recognize the collective rights of First Nations peoples?
- What collective rights do official language groups have under the Charter?
- What laws recognize the collective rights of the Métis?

CHAPTER 5 162

How well do Canada’s immigration laws and policies respond to immigration issues?

- What criteria does Canada use when accepting immigrants and refugees?
- How do the individual and collective rights of Canadians influence immigration laws and policies?
- How do provinces influence immigration laws and policies?

CHAPTER 6 194

To what extent do different economic systems affect quality of life?

- What values shape the mixed and market economies of Canada and the United States?
- How do economic decisions about scarcity, supply and demand, and competition affect individuals and groups?

CHAPTER 7 238

What role should consumerism play in our economy?

- How does consumer behaviour affect quality of life for individuals and groups in Canada?
- What affects the impact of consumerism on the economies of Canada and the U.S.?

CHAPTER 8 266

To what extent should Canadians support social programs and taxation?

- How do decisions about social programs and taxation in Canada and the U.S. attempt to meet the needs of citizens?
- What values shape the economic policies of political parties on social programs and taxation?

CHAPTER 9 298

How should governments in Canada respond to political and economic issues?

- How do environmental issues involve political and economic decision making?
- What political and economic decisions should Canadians make to respond to climate change?
- What political and economic decisions should Canadians make to protect biodiversity?

Skills Centre 339

Glossary 375

Index 379

INTRODUCTION

What are the big ideas of this book?

issue: a topic that connects to citizenship, identity and quality of life, and on which well-informed people have different views and perspectives

perspective: values and ideas shared by people with a common language, culture and history

point of view: opinions and preferences of an individual based on personal experiences

quality of life: a measure of personal and collective well-being

rights: what individuals and groups are allowed to do in society, usually as established in law

society: a social system where a group of people share a common geographic region, sense of common identity and culture, and who participate in shared political and economic institutions for a communal purpose or interest

In Grade 9 social studies, you will encounter **issues** that have impacts on citizenship and identity. Issues present opportunities and challenges for building a **society** in which all Canadians belong, and in which everyone has a good **quality of life**. Opportunities and challenges arise because people in Canada respond to issues differently, based on their individual and collective identities.

Individual identity comes from your personal interests and experiences, and from the many roles you have — for example, as a sister, brother, or team member. There are as many individual identities in Canada as there are people! Your identity as an individual contributes to the decisions you make as a citizen.

Collective identity refers to a sense of belonging shared by a group of people, especially because of a common language, culture and history. Most people in Canada belong to one or more groups with a collective identity. This, too, contributes to the decisions you make as a citizen.

This year, you will explore how responding to issues affects your quality of life. You will also explore how it involves **perspectives**, **points of view** and **rights**. The issues at the centre of your investigation will come from two key questions:

- How does governance in Canada affect you and all Canadians?
- How does economic decision making in Canada affect you and all Canadians?



CRITICAL THINKING CHALLENGE How could being a Canadian citizen affect your individual or collective identity?



In what ways do you express your individual or collective identity?

New Canadian citizens Ken Fang, Susan Gong and Ben Fang pose for a photo with a citizenship judge and an RCMP officer. Many immigrants choose to become citizens of Canada. **Think critically: What does citizenship mean to you?**



How does governance connect to citizenship and identity?

Governance is about the way nations govern themselves. It is about how citizens participate in their government, which makes decisions that affect them and everyone. It involves rights such as bilingualism and institutions such as courts of law. It involves topics such as:

- How the structure and function of Canada's **political system** affects government decision making, your actions and your participation in decision making.
- The role that Canada's political system plays in building a society where you and everyone belong.
- The effect of individual and collective rights on how government can act, and on how you can respond to issues that are important to you.
- How government decisions about important issues affect you — your quality of life, and what you value and believe in.

governance: the process of governing

political system: the structure of government



Demonstrators assert the right to health care services in French, one of Canada's two official languages. This demonstration took place in 1997 in Ottawa, when the Ontario government proposed to close Hôpital Montfort Hospital. The hospital offered — and, as a result of the actions of citizens, continues to offer — training in the French language for health professionals.

How does economics connect to citizenship and identity?

economic system: how a society organizes the production, distribution and consumption of goods and services

Economics involves using resources to create goods and services, and distributing and consuming goods and services. Many decisions affect economics — decisions we make as individuals and decisions governments make on our behalf. These decisions affect the opportunities people have — including you — to work and earn an income. They involve topics such as:

- How your economic decisions and the structure of Canada's **economic system** affect your quality of life and the quality of life of Canadians.
- How your economic decisions reflect your values, and how different values shape economic decision making in Canada and the United States.
- How government decisions about important economic issues affect you — your quality of life, and what you value and believe in.

This is Tyrone Brass, an electrician who started his own business after attending the Aboriginal Entrepreneur Program at Keyano College in Fort McMurray. Attending the entrepreneur program and starting his own business may affect how Tyrone Brass makes economic decisions and what he values as a citizen.



What factors are important to your quality of life, citizenship and identity?

Try this. What do you believe are the most important factors that affect your quality of life? Make a list of things that reflect who you are and what's important to you — for example, the languages you speak, your traditions, and the things you require to meet your basic needs such as food and security. Rank your ideas from most important to least important.

- Why are some factors more important than others?
- How do these factors affect your sense of individual and collective identity?
- How do they affect your actions and responsibilities as a citizen?

Quality of life is about your values and what's important to you. Your quality of life connects to political and economic issues, and the decisions that government and citizens make in responding to issues.



To what extent do these photographs illustrate factors that affect your quality of life, citizenship and identity?

What factors are important to the quality of life, citizenship and identity of people in Canada?

This section presents comments about quality of life from three Canadians. Consider what shapes each person's point of view or perspective. **How does this connect to factors that affect their quality of life? To what extent do these factors affect your identity and your responsibilities as a citizen?**



Which statements by the following speakers communicate an individual point of view and which seem to state a larger group perspective on factors affecting quality of life?



Elder Albert Yellowknee is a member of the Bigstone Cree Nation in Alberta.



What factors are important to Elder Albert Yellowknee's quality of life? In what ways do his comments reflect collective identity?

In my family, we were brought up learning our traditional ways, morals, virtues, and most importantly speaking our language. I was taught by the Elders — by my parents, who taught from the heart. We were always taught to respect our traditional ways.

Spirituality is a must to our quality of life. We must not go hungry — not only physically, but also mentally, spiritually and emotionally. We need to achieve balance to be whole.

Today life may be different, but the goals are the same. We still have to learn our traditional ways. But we also need formal education. Our Elders have said this for many decades: that we also have to learn the ways of our brothers and sisters from other cultures.

In the past, all was passed down orally and this is still important to us, especially for sacred ceremonies. Ceremonies are always spoken, not written down. This is our protection. This is our way to survive. We teach each other from the heart, in our own language.

We have to remain distinct. This sense of pride and dignity is a must for the future.

We Elders must ensure that the generations to come learn our traditions, values and of course our language. Our language is the root, the base, the stem of all connection to Mother Earth and the Great Spirit.

The most important factor in my quality of life is to feel safe. In Canada, you don't have to live in fear all the time. Canadians' rights are respected. If you have something on your mind, you can speak about it and not worry that somebody will try to harm you because they disagree. Everybody is pretty accepting of everybody else.

The second most important factor is public health care. Everybody is treated equally, whether you have money or not.

The third thing is to have time for your family. I know some people who have to work two jobs, and they struggle to have quality time with their families.

Education is also very important. I really appreciate that somebody like me, a refugee from a foreign country, could go to university and make something of my life. In many places in the world, you wouldn't have a chance of ever going to university.

I can't think of any country that I would rather live in than Canada.



Sandra Vidakovic came to Canada from Bosnia in 1995 as a refugee. During the 1990s, a war between different ethnic groups tore Bosnia apart.



What beliefs and values are important to Sandra Vidakovic's quality of life?

I think some of my priorities are similar to other people's. I want to feel that I'm contributing to society — participating and making a difference. I want to be close to my family, and I want my family to be healthy and well.

I'm also Francophone. Being able to speak French — to express myself in my language — is vitally important to my quality of life. It's important to me to be able to work in French and to live in French with my family. I want my children to carry on speaking French.

I don't expect to be able to speak French everywhere. That's not important. What is important is recognition. I went on a trip to Yellowknife recently, and in almost every restaurant, we were served in French. People heard us speaking French, and so they served us in French.

It's good to feel an openness in society to French language and culture, a willingness to try. That's marvellous.



Dolorèse Nolette is directrice générale (superintendent) of the Conseil scolaire du Nord-Ouest, one of Alberta's five Francophone school boards.



What link does Dolorèse Nolette make between speaking the French language and her collective identity? How does the right to speak French affect her quality of life?

opinion: personal reaction to an issue

How do issues affect the quality of life, citizenship and identity of Canadians?

This year, you will think critically about issues. You will investigate examples of decision making in Canada and in the United States to develop your own informed and active responses to issues. Your responses can affect your quality of life, and help you make meaning of people’s actions and values in the world around you.

As you explore issues, keep this in mind: issues exist because people value and believe different things. People have different ways of seeing the world — different personal **opinions**, individual points of view, and collective perspectives. These can affect what issues are important to them and how they respond to issues.

What issues could these photographs communicate?



Political and economic decisions affect the development of energy resources, such as wind energy. **Think critically:** How do they connect to decisions about the environment and quality of life?



Passengers at an airport line up for security screening. **Think critically:** How do Canadians’ individual rights affect security searches and policing?



In 2007, some of the people who lived in this tent city in Edmonton had no other place to go. **Think critically:** What options do people in Canadian society have if they can’t meet their basic needs?



Think about your school, family and community. What issues are people talking about? What issues are making headlines in the news?

What makes something an issue?

Considering the impact that issues can have on our lives, it is important to be able to both identify and respond to issues. To help you do this, consider the following **criteria** for what makes something an issue.

criteria: standards for evaluating something

unbiased: without preconceived ideas

An issue:

- Involves a topic that receives a wide range of responses from different people and that generally has an important impact on their quality of life, citizenship or identity.
- Is framed as an open-ended, **unbiased** question. This question is about a complex problem regarding a particular topic that cannot be easily “solved” with one clear right or wrong answer.
- Requires an informed response, supported by clear and relevant reasons and appropriate examples.
- Requires critical thinking, and personal reflection about identity and worldview, to create an informed response.
- Requires understanding and appreciation of multiple perspectives and responses to create an informed response.
- Requires background knowledge and research to create an informed response.

What issues could these photographs communicate?



These students are wearing decals from one of Canada’s political parties. Canada’s political system creates opportunities and challenges for people of different views and perspectives — including Grade 9 students — to participate as active citizens.



Elder Marion LeRat leads dancer Seth Cardinal, graduates and education officials in the grand entry for the Aboriginal Graduation Celebration at Calgary’s Father Lacombe High School in 2007. Asserting your collective identity can be an act of citizenship in Canada, and can involve collective rights that make Canada unique.



Each car makes some exhaust, and a lot of cars make a lot of exhaust — a demonstration of how the individual choices to purchase and drive a car can affect the quality of life of everyone. Governments sometimes make decisions to influence consumer behaviour.

Let's look at an example.

Why does the topic of gun control raise issues?

The topic of gun control is about whether Canada should have laws that require individuals to get permits for guns. Why might this topic provoke a wide range of responses?

Begin by considering how the topic might connect to people's individual and collective identities — what they value and believe, the experiences they've had, the culture they are a part of, the language they speak, and how they see the world.

In the case of gun control, try to identify what aspects of people's individual and collective identities could affect their level of support for gun control. Start to research points of view and perspectives to help you identify questions to explore.

For example, some preliminary research and critical thinking about gun control could lead you to identify questions such as:

- As a citizen living in Canada, should a person have the right to own a gun?
- Should gun ownership be restricted in Canada?
- How effectively do gun permit laws protect Canadians from gun violence?

To decide which of these questions to explore further, think of the criteria for what makes something an issue. Then, develop an informed response. In this book, we call this process “Spot and Respond to the Issue” and you will see opportunities to use it in each chapter.

In October 2007, at a press conference in Edmonton, Ron Jones asserts the right of the Métis to hunt and fish, as one of Canada's Aboriginal peoples under Canada's constitution. The right affirms the history and identity of the Métis in Canada. The issue of gun control affects the Métis because of their Aboriginal rights.





One Question, Many Responses

The diagram on this page illustrates responses to one possible issue about gun control. A federal law passed in 1995 requires all Canadians to register their guns with the government. The law continues to spark questions about individual rights, safety and security, and economic costs.

SHOULD GUN OWNERSHIP BE RESTRICTED IN CANADA?

Response

Gun control will make it easier for police to prevent and solve crimes by making guns easier to track.

source: Coalition for Gun Control

Response

Society is worried about the way criminals use guns, not the way law-abiding citizens use guns. Gun control will just make criminals out of law-abiding citizens who fail to get permits.

— Peter Worthington, columnist, *The Windsor Star*, Windsor, Ontario: September 28, 2000, p. A6.

Response

Gun control would make society less safe than it is now. It would discourage citizens from owning guns, but it would make no difference to criminals. So, citizens would lose an effective way to defend themselves.

source: National Firearms Association

Response

So much tragedy in our society could be prevented by gun control. In Alberta, statistics show that a murder is three times more likely in a home with guns than in a home without guns.

— Stephen Hume, columnist, *The Vancouver Sun*, Vancouver, B.C.: June 2, 2006, p. A13.

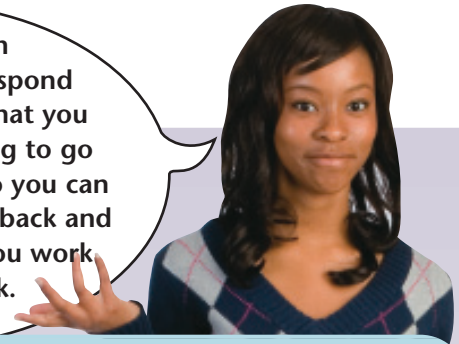
Response

Hunting is a right of First Nations, Métis and Inuit peoples. Guns are part of the way they exercise their right — something gun control should not interfere with.

source: Windigo First Nations Council; B.C. Assembly of First Nations

SPOT AND RESPOND TO THE ISSUE

When you see an alert to "Spot and Respond to the Issue," here's what you need to do. We're going to go through this in detail, so you can use it as a model. Come back and look at this again, as you work through the book.



1 What is the topic about?

What individuals and groups are most affected by this topic or idea?
 What are some points of view and perspectives about the topic or idea?

People who use firearms and people who support gun control are responding differently to the topic of gun control. They seem to value different things when they talk about how gun control will affect people in Canada. The topic seems to affect all people in Canada, including criminals, police, people who use or collect guns, victims of gun violence, and First Nations, Métis and Inuit peoples and their hunting rights.

2 What is the central issue question?

What is the most common or important question asked about the topic?
 How does this question affect citizenship, identity and quality of life for you and others?
 Is this particular topic or idea one that cannot be easily "solved" with one clear right or wrong answer?

The question "Should gun ownership be restricted in Canada?" seems to state a common issue for people about this topic that is not biased by or easily solved with one "right" answer.

3 What's your first response to the issue?

What is your initial personal opinion on the issue?
 What parts of your identity, such as your values and beliefs and how you see the world or believe it should be, inform your opinion and help you to develop an individual point of view about the issue?
 What in your experience could inform your opinion, and help you to develop an individual point of view and possibly a collective perspective about the issue?

*My first response is that is a good idea because it will make people safer. It makes sense to me that there could be less violence involving guns if people can't have guns without telling the government.
 Some of my experiences that could inform my opinion are that I live in a big city, go to a large school, and my family has never had or wanted any guns in my house. I value peace and feel that guns usually create violence and conflict. I'm not sure if anyone besides the police really need to have a gun.*



SPOT AND RESPOND TO THE ISSUE

4 How can you develop a more informed response to the issue?

What additional relevant and reliable sources can you find that will help you to learn more about the issue? Where can you find these sources?

How can these additional sources help you to develop further understanding and appreciation of different perspectives and responses to the issue?

What additional background knowledge and research about the issue do you need to help you understand more about the complexity of the issue and who it affects?

I reviewed some of the information in Chapter 1 about how the federal government makes decisions, like gun control laws. Chapter 3 helped me to remember that individual rights in the Canadian Charter of Rights and Freedoms could be relevant to the issue of restricting gun ownership.

I also did an online search about this issue in Canada and contacted some organizations that came up in my search.

This research helped me see how complex the issue of restricting gun ownership is in Canada, and to see even more points of view and perspectives about it.

5 What is your informed position on the issue?

What do you believe is your most relevant, supported, and informed response to the issue?

Which reasons, examples and evidence best support your response?

How can you organize the evidence you have collected to best demonstrate your position about the issue?

Should gun ownership be restricted in Canada? There are many possible responses to this question, depending on what you value and believe in, your experiences, and your consideration of others' thoughts about the issue. It's my position that some form of fair control of gun ownership in Canada is needed to protect the safety and security of people in Canada.

The reasons and examples supporting my position are...

6 What action do you need to take on this issue?

How does the issue affect the quality of life, citizenship and identity of you and other people in Canada?

In what ways can you communicate the importance of the issue and your response to it to others?

The issue affects my values and my actions as a citizen. I can have some influence on government decisions by trying to get more people involved in responding to this issue. I can do this by sharing what I have learned about this issue and sharing my informed position on it. I can do this in my discussions on the Internet, in conversations with friends and teachers, in a letter to a local organization that supports my position, or in a letter to my member of parliament.



Meet the Nine on 9 team!

Geneva is part of a team of Grade 9 students from Alberta who contributed to this book. Watch for how these students use the skills you need to learn this year. They have tips and suggestions for you in every chapter.



Geneva



Braeden



Brian



Dale



Joanna



Gari



Marinda



Vicky



Kelvin

WATCH FOR THESE TEXTBOOK FEATURES

Chapter Titles: The title of a chapter is always an issue. By the end of each chapter, you need to respond to the issue.

Chapter Task: Each chapter has a task that helps you target and demonstrate what you need to learn. You start the task at the beginning of the chapter and revisit it in activities, “Task Alerts” and a wrap-up page.

Blue Questions: Blue questions refer to the information on the pages where they appear. This book has two types of blue questions. Most blue questions ask you to investigate the information on the page more closely. Blue questions labelled “Critical Thinking Challenge” ask you to connect the information on the page to bigger ideas.

Photo Captions: Photo captions can have questions that ask you to “think critically.” These questions use the photograph as a springboard to bigger ideas.

Connect to the Big Ideas: These boxes contain questions and activities that put your skills to work as you explore the chapter issue, the chapter task and the big ideas of the textbook.

Review Questions: Chapters conclude with questions and activities that help you synthesize skills and information. The first review activity always involves revisiting and responding to the issue in the chapter title.

What's your first response to the big ideas?

Use the diagram below to formulate your first response to the big ideas of this textbook. Read each caption and discuss your ideas with a partner.

Think of some examples of government decisions that affect your quality of life. **Think critically: How do these examples affect citizenship in Canada?**

Individual and Collective Citizenship

Economic systems shape services such as health care. **Think critically: How do health-care services connect to citizenship and quality of life?**



Issues
Governance and Rights

Canada
Opportunities and Challenges

Issues
Economic Systems



Individual and Collective Identity

The rights and freedoms of Canadians affect many issues in our society, such as justice for youth. What do you already know about your rights and freedoms in Canada? **Think critically: How do rights and freedoms affect your identity and quality of life?**

Economic systems affect the products available to you. **Think critically: How might factors such as identity and citizenship affect your behaviour as a consumer?**

CHAPTER 1

How effectively does Canada's federal political system govern Canada for all Canadians?

govern: to make decisions as a government and put decisions into action

governance: the process of governing

government: the body with power to make decisions for a society

Canada has been a country since 1867, when the Fathers of Confederation in this photograph struck an agreement that brought four colonies of British North America under one government. The politicians in this photograph set down principles that continue to shape governance in Canada today. In many ways, though, Canada is governed differently today than in 1867.

Next time you watch the national news, count how many stories cover decisions made by Canada's **government**.

Government makes the news because, every day, its decisions affect the quality of life of Canadians. Canada has several levels of government, including local and provincial government, and the federal government. This chapter focuses on the federal government — the government of Canada.

So, how does Canada's government make decisions, and who is involved? Canadians have different points of view and perspectives about quality of life. To build a society where all Canadians belong, it's important for Canada's government to acknowledge and respond to the different needs and priorities of its citizens.

This chapter explores **governance** in Canada — the processes and structures that guide how Canada's government goes about **governing**. As you read this chapter, look for challenges and opportunities that governance in Canada creates, as Canadians strive for a society that includes everyone — individuals and groups.

FOCUS QUESTIONS

- What is the structure of Canada's federal political system?
- How do laws become laws?
- How do the media connect Canadians to their government?
- What do lobbyists do?



Based on the photographs on this page and page 16, what evidence can you identify that governance in Canada has changed since 1867?

Nancy Karetak-Lindell is of Inuit ancestry and was first elected as the member of parliament for Nunavut in 1997.



Vivian Barbot, a politician from Montréal, was born in Haiti. She was elected a member of parliament in 2006.



CRITICAL THINKING CHALLENGE

To what extent might the different experiences of the Canadians on this page affect their views or perspectives?



Rahim Jaffer was first elected in 1997 to represent the citizens of Edmonton Strathcona. His family came to Canada as refugees from Uganda.



This is Paul Steckle, a farmer from Zurich, Ontario, who was a member of parliament from 1993 to 2006.



Write a speech persuading others about your views.

Your Role

The Speaker of the House of Commons is holding a contest giving youth the opportunity to be prime minister for a day. The Speaker will select a group of young “next prime ministers” based on their knowledge of how Canada’s political system works and how they would use it to respond to issues that affect Canadians. To enter the contest, prepare a speech that answers the question:

As Canada’s prime minister, how would you respond to what you believe is the most important issue about government today?

Your Presentation

Your speech should include:

- Knowledge of how the three branches of government work to respond to issues that affect Canadians.
- An understanding of how the political system involves citizens in decision making.
- Facts and reasons supporting your judgments.

Part of being an effective prime minister is understanding how the federal political system works and how to use it to respond to issues. Use persuasion in your speech to show how you would “make the system work” for all Canadians. Prove yourself by the thoroughness of your ideas and your compelling presentation.

Canada has had many influential prime ministers.



John A. Macdonald
1867–1873
1878–1891



Wilfrid Laurier
1896–1911

Let's get started!

What are some issues about government that you believe affect Canadians? Work with a small group to brainstorm some ideas. Why are these issues important? Who do these issues affect most?

This chapter introduces you to Canada's federal political system, and to issues it creates for citizenship and identity. Keep track of the issues you read about, and how they can create challenges and opportunities for Canadians. Summarize them using a chart like the one below. Add your ideas to the chart as you work through the chapter. The examples you collect will help you with your speech.



Inquire	Example	Example	Example
What is the issue about Canada's government?			
What challenges and opportunities does the issue create for Canadians?			
How will you use what you know about the political system to respond to the issue?			
<p><i>In my opinion, the most important issue about government today is... BECAUSE...</i></p> <p><i>I would use the system to respond to this issue by...</i></p>			

YOU could be next!



John Diefenbaker
1957–1963



Pierre Trudeau
1968–1979
1980–1984



What is the structure of Canada's federal political system?

WHAT'S IN THIS SECTION

In this section you will read about the structure of Canada's federal political system. You will find:

- A comic-book tour introducing the executive, legislative and judicial branches of Canada's government.
- A description of the roles and responsibilities of government members.
- Interviews with government members who share their views about involving Canadians in the political process.

In this photo from 2006, Prime Minister Stephen Harper, leader of the Conservative Party of Canada, makes a speech in the House of Commons.

What are you looking for?

As you read this section, look for:

- How governance in Canada creates opportunities and challenges for responding to the multiple views and perspectives of Canadians.
- The ways that the federal political structure involves citizens in government decision making.





PM FOR A DAY

Canada's parliament: the place of power.



...to be continued.

WELCOME TO YOUR TOUR OF CANADA'S FEDERAL POLITICAL SYSTEM!

Canada's Constitution

Canada's constitution is the law that describes governance in Canada. It sets out the role of the governor general, and the different roles of the three branches of government. It describes how the three branches of government work together to exercise the decision-making authority of government. The constitution also sets out other important institutions in Canada, such as the Charter of Rights and Freedoms.

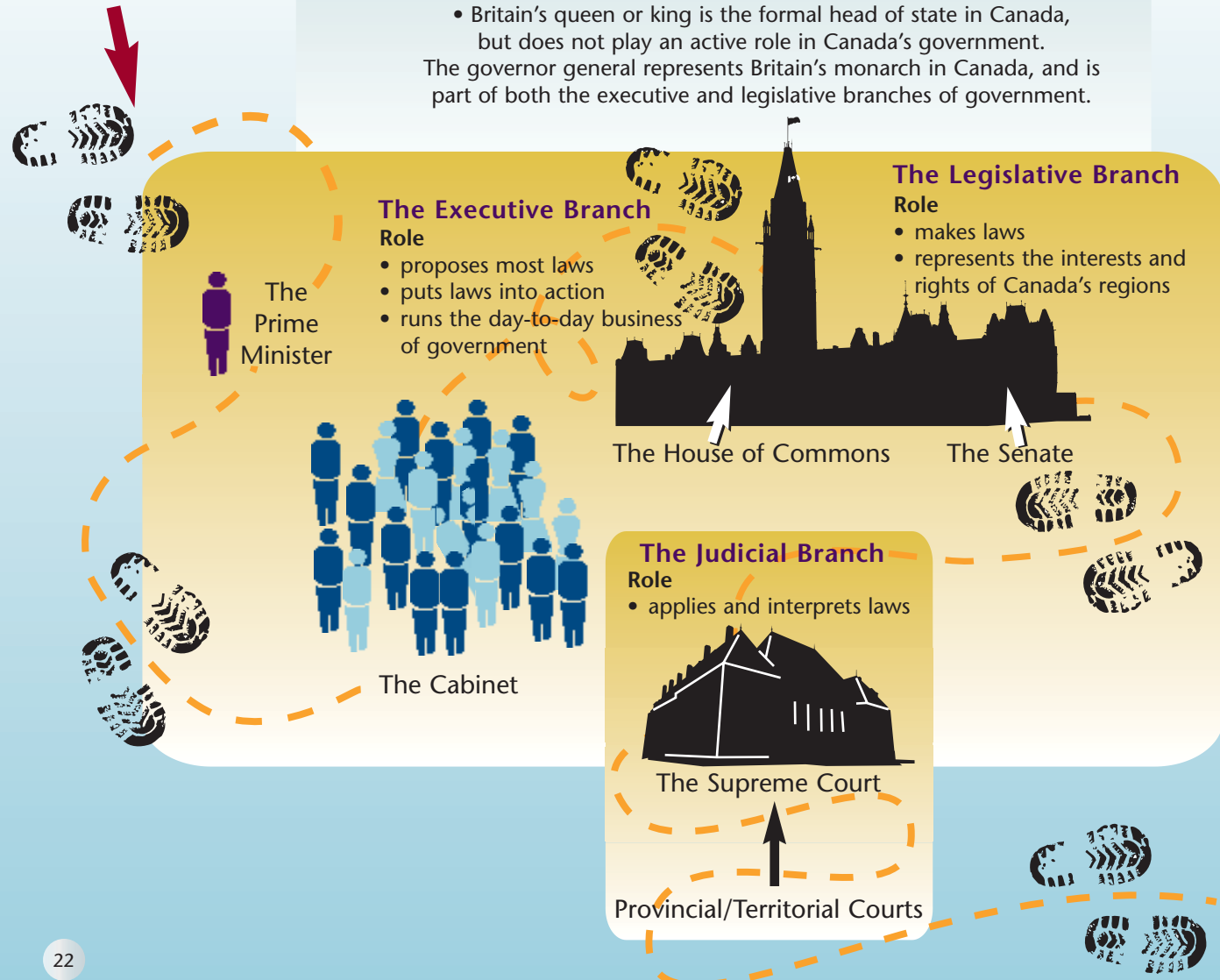


YOUR TOUR STARTS HERE



Monarch of Britain

- represented in Canada by the governor general
- Britain's queen or king is the formal head of state in Canada, but does not play an active role in Canada's government. The governor general represents Britain's monarch in Canada, and is part of both the executive and legislative branches of government.



The Prime Minister

The Executive Branch
 Role

- proposes most laws
- puts laws into action
- runs the day-to-day business of government



The Cabinet



The House of Commons

The Senate

The Legislative Branch
 Role

- makes laws
- represents the interests and rights of Canada's regions

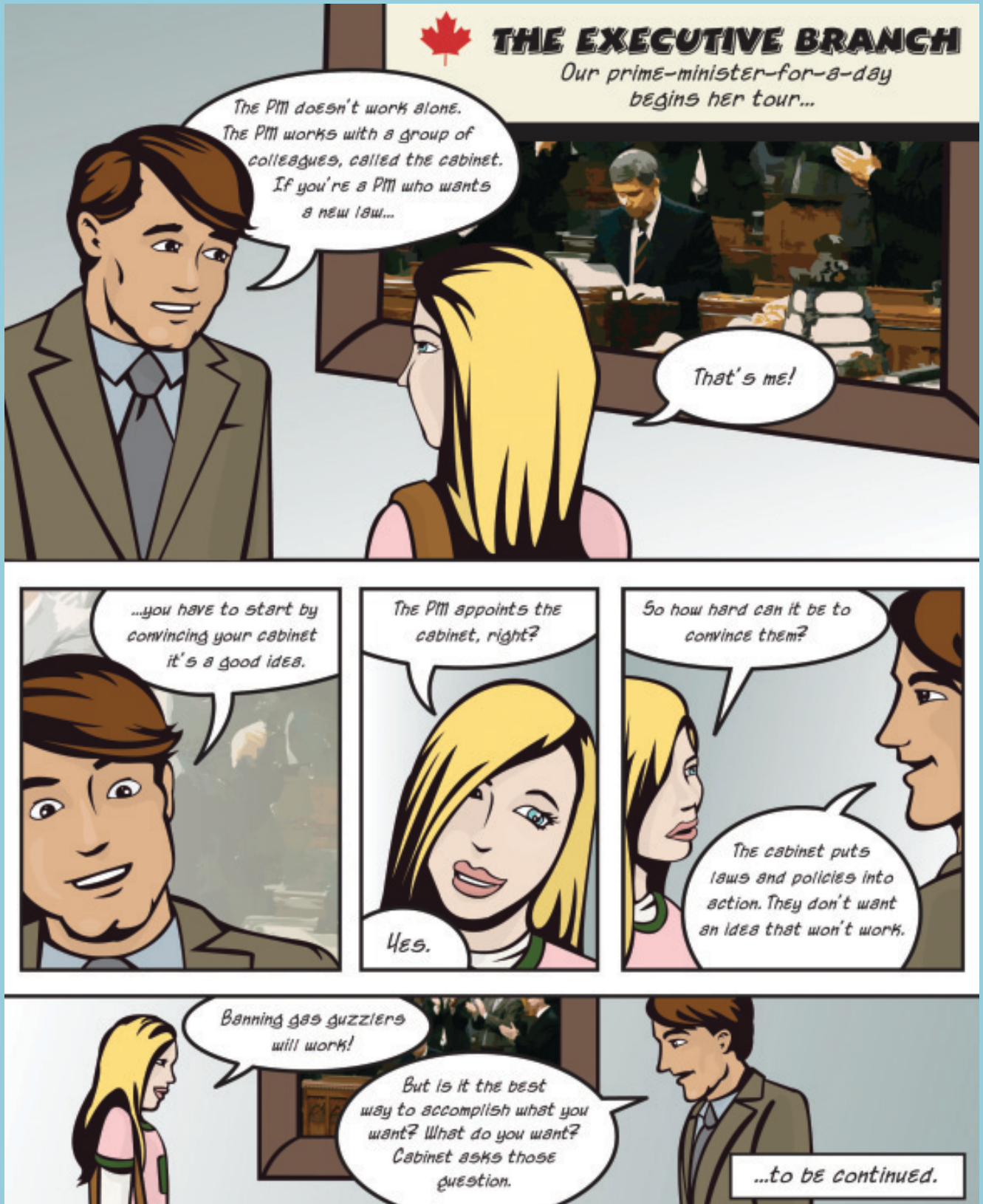
The Judicial Branch
 Role

- applies and interprets laws



The Supreme Court

Provincial/Territorial Courts



What does the executive branch do?

The Prime Minister and the Cabinet

executive branch: the part of government responsible for putting laws into action

- The **executive branch** includes the prime minister (PM) and the cabinet.
- The prime minister is the head of Canada's government. To become prime minister, you must be elected as the leader of a political party. Then, you must be elected as a member of parliament, and the party you lead must win the most seats in the House of Commons. You can read more about the House of Commons on page 27.
- The cabinet includes the people with responsibility for different government departments and agencies — or portfolios — such as health, finance and environment. The members of cabinet belong to the leading political party in the House of Commons, and are members of parliament (MPs) or senators.
- The members of cabinet are called cabinet ministers.
- The PM decides what portfolios to include in the cabinet and chooses cabinet ministers.
- The cabinet proposes most of the ideas that become laws.
- The PM and the cabinet run the day-to-day business of government. For example, the Minister of Environment runs the department of the environment, which has staff and equipment to, among other things, keep track of air pollution.



This is Jack Davis, Canada's first Minister of Environment. Prime Minister Pierre Trudeau created the environment portfolio in 1971, when problems from pollution and pesticides began to make environmental issues a priority for Canadians. It has been included in every cabinet since. Why might a prime minister create new cabinet positions?



CRITICAL THINKING CHALLENGE What factors do you think the prime minister takes into account when appointing the members of cabinet?

WHAT'S A POLITICAL PARTY?

A political party is a group of people who have similar ideas about how government should respond to issues facing society. Political parties are formally recognized as organizations. They put forward candidates in elections and seek to form the government. Each party develops policies, based on the shared values of its members, to respond to issues. Anyone, including Grade 9 students, can join a political party and have a voice. Canada has a variety of political parties because Canadians have different views and perspectives about what's best for them and for Canada.

What portfolios do cabinet ministers have?

This is the cabinet Prime Minister Stephen Harper appointed in January 2007.

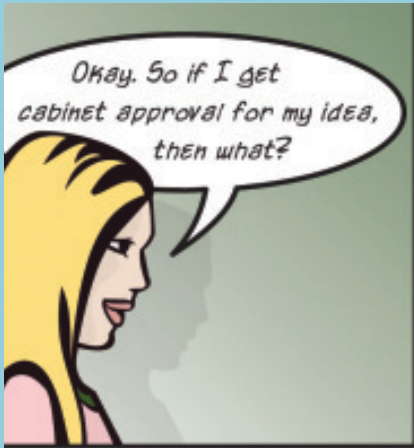
Agriculture Gerry Ritz, Saskatchewan	Canadian Heritage Josée Verner, Québec	Citizenship and Immigration Diane Finley, Ontario
Defence Peter MacKay, Nova Scotia	Democratic Reform Peter Van Loan, Ontario	Environment John Baird, Ontario
Finance Jim Flaherty, Ontario	Fisheries and Oceans Loyola Hearn, Newfoundland and Labrador	Foreign Affairs Maxime Bernier, Québec
Health Tony Clement, Ontario	Human Resources and Social Development Monte Solberg, Alberta	Indian and Northern Affairs Chuck Strahl, B.C.
Industry Jim Prentice, Alberta	Intergovernmental Affairs Rona Ambrose, Alberta	International Cooperation Bev Oda, Ontario
International Trade David Emerson, B.C.	Justice Rob Nicholson, Ontario	Labour Jean-Pierre Blackburn, Québec
Natural Resources Gary Lunn, B.C.	Public Safety Stockwell Day, B.C.	Public Works Senator Michael Fortier, Québec
Revenue Gordon O'Connor, Ontario	Seniors Senator Marjory LeBreton, Ontario	Transport Lawrence Cannon, Québec
Treasury Vic Toews, Manitoba	Veterans Affairs Greg Thompson, New Brunswick	



CRITICAL THINKING CHALLENGE As prime minister, how could you use cabinet positions to respond to issues about government that concern Canadians?

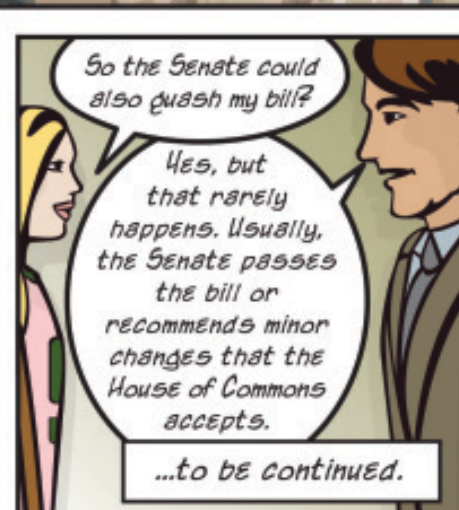
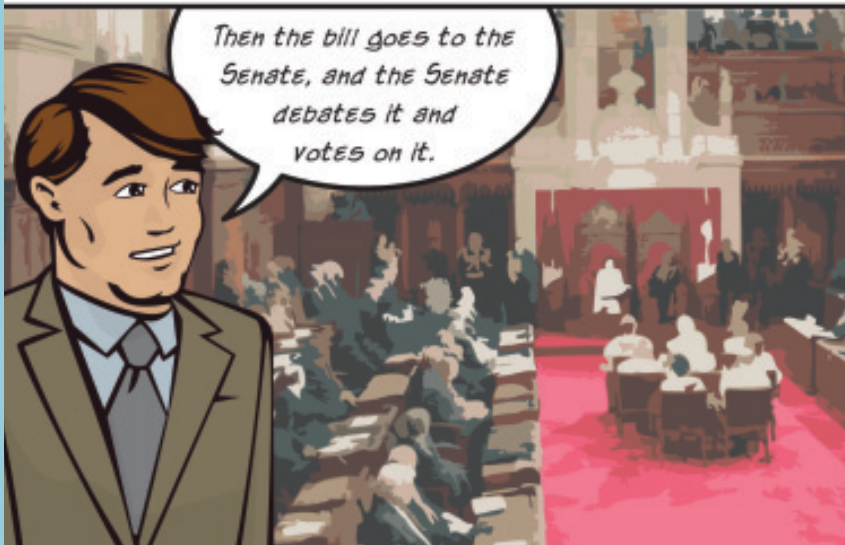
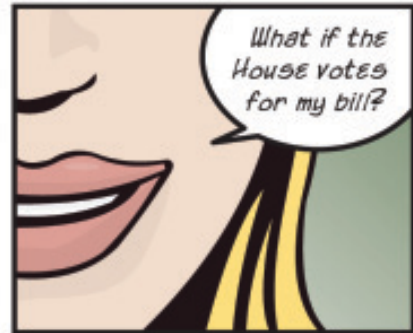
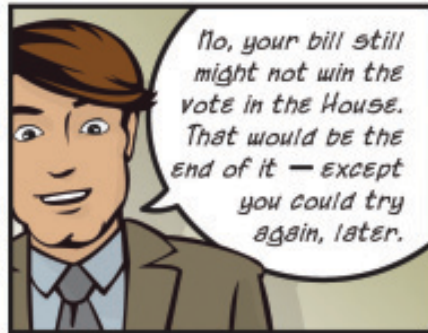
connect to the big ideas

1. Go online and research the cabinet today. How is the cabinet today different than the one on this page? Compare types and number of portfolios, female/male ratios, perspectives or regions represented. Why do you think prime ministers change the structure and people of cabinet?
2. Research in more depth one current cabinet portfolio. Identify the roles and duties of the cabinet minister, and how the portfolio contributes to quality of life for Canadians.



THE LEGISLATIVE BRANCH

We catch up with our prime-minister-for-a-day, ready to continue her tour...



What does the legislative branch do?

The **legislative branch** includes the House of Commons, the Senate and the governor general. The legislative branch is also called Canada's parliament.

legislative branch: the part of government that makes laws

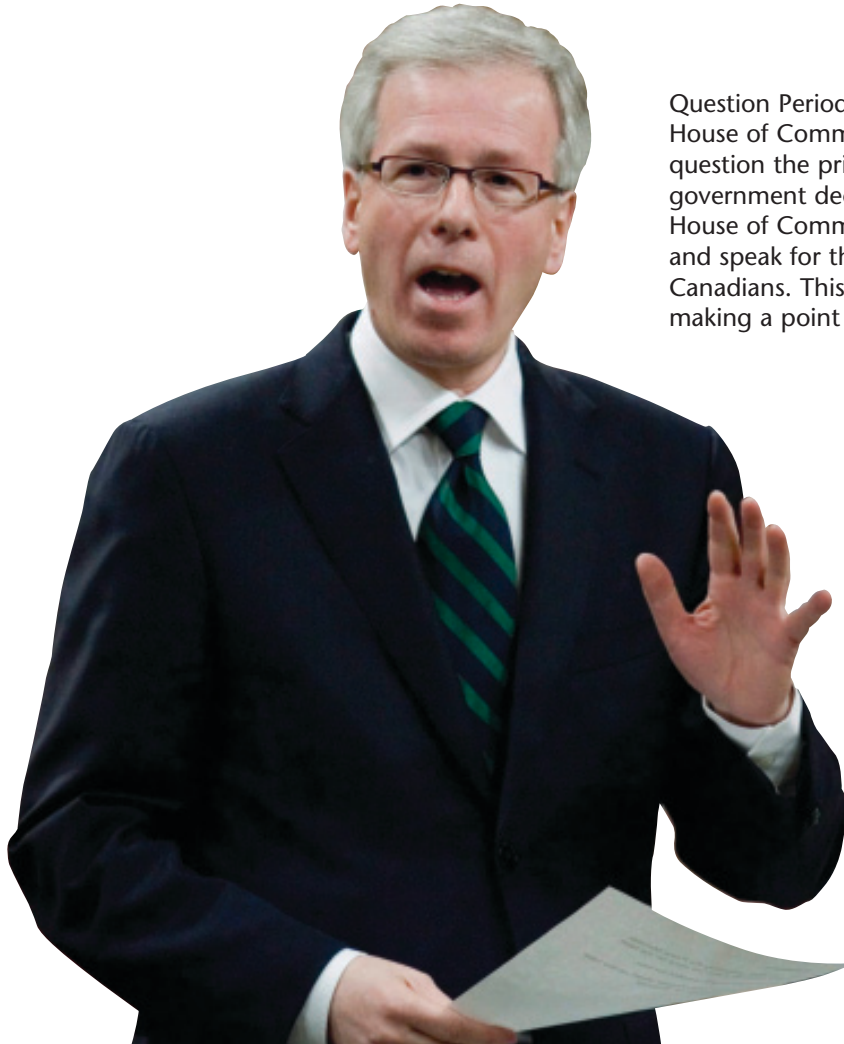
The House of Commons

- The House of Commons is the major law-making body in Canada's federal political system.
- The members of the House of Commons debate, study and vote on laws proposed for Canada, called bills.
- Members of parliament, or MPs, are the members of the House of Commons. Voters elect them.
- Each MP represents the voters of one riding, or district.
- Most MPs belong to political parties. The party with the most MPs usually forms the government. The other parties form the opposition.
- Representation in the House of Commons is by population (see the chart on page 33).
- All proceedings of the legislative branch are in Canada's two official languages: French and English.



**CRITICAL
THINKING
CHALLENGE**

Who are the leaders of political parties in Canada today?

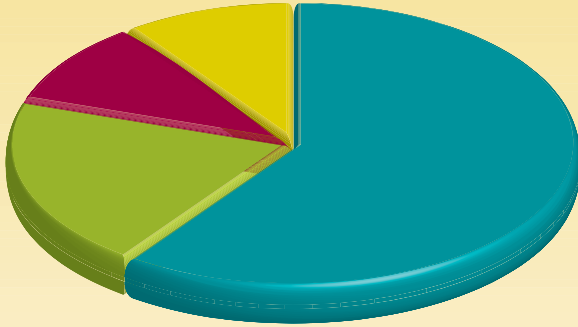


Question Period is often the liveliest part of the day in the House of Commons. Members from the opposition parties question the prime minister and cabinet ministers on government decisions. The role of the opposition in the House of Commons is to create debate, act as a watchdog, and speak for the different views and perspectives of Canadians. This photo shows Liberal leader Stéphane Dion making a point during Question Period.

WHO FORMS THE GOVERNMENT?

Each riding has a “seat” in the House of Commons — literally, a place where its MP sits.

Majority Government

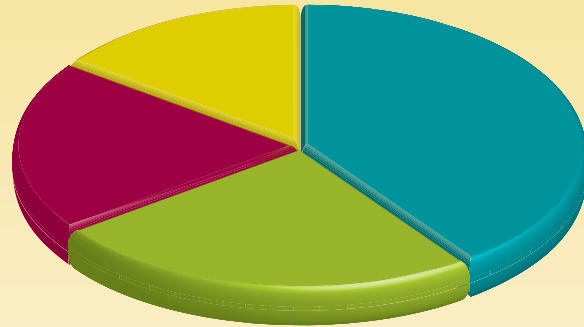


If a political party wins the majority of seats in the House of Commons, it always forms the government. Here, the blue party would form the government.



Refer to page 348 in the Skills Centre for tips on reading graphs and charts.

Minority Government



If a political party wins the most seats in the House of Commons, but not the majority of seats, it usually forms the government. Here, the blue party would still form the government. To stay in power, however, this party would need to negotiate for the support of at least one other party in the House of Commons, to ensure that more than 50 percent of MPs in the House would vote for the government’s proposals.

This is the Commons Chamber, where MPs spend most of their time debating and voting on bills. The chamber is also a place where MPs represent their constituents’ views and needs.



CRITICAL THINKING CHALLENGE

If you were prime minister, to what extent would you work with the opposition? You could use your answer, supported with facts and reasons, as a step towards completing your chapter task.



How do MPs see their role?

MPs have two key responsibilities: to represent their **constituents** and to create legislation for the peace, order and good government of all Canadians.

constituent: someone who lives in a riding and is represented by an elected official from that riding

An MP has many roles — being a legislator, being a voice for your constituents. Working on behalf of my constituents takes up most of my time. As a First Nations MP, a key responsibility is to make sure legislation addresses the issues of the Aboriginal communities out there.



Gary Merasty belongs to the Peter Ballantyne Cree Nation and was elected as an MP from Saskatchewan in 2006.

The first responsibility is to the constituents who elected the MP. The MP represents them in formulating policies and by assisting them with services provided by the Government of Canada.

An MP's second responsibility is to the work of parliament. Whether you are in government or opposition, you have an important role to perform.



Deepak Obhrai was first elected as an MP from Calgary in 1997.



What evidence from the comments of these MPs shows their two key responsibilities?

How are MPs elected?

The structure of Canada's electoral system partly determines who represents Canadians in government. Canadians have different views and perspectives on the system. Consider the example below of the election of Deepak Obhrai in 2006.

Results, 2006 Federal Election: Calgary East

To become elected, a candidate must win the most votes, but not necessarily more than 50 percent of the votes.

Candidate	Party	Votes	% of vote
Deepak Obhrai	Conservative Party	26 766	67.10
Dobie To	Liberal Party	5 410	13.56
Patrick Arnell	New Democratic Party	4 338	10.87
John Mark Taylor	Green Party	2 954	7.41
Jason Devine	Communist Party	239	0.60
Ghabzanfar Khan	Canadian Action Party	183	0.46



Federal Riding: Calgary East

Six candidates ran for the 2006 federal election in the riding of Calgary East. The voters in Calgary East all live in the part of Calgary shown on this map.



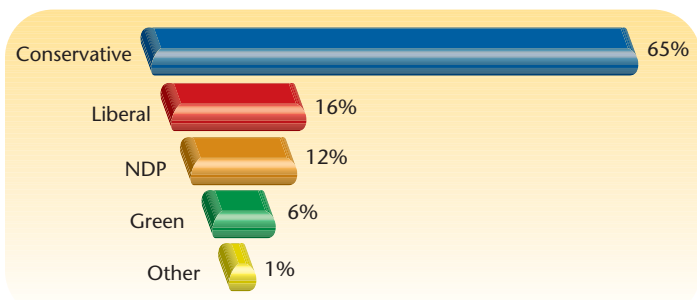
Based on this chart, to what extent do election results reflect voter choice?

What impact does the popular vote have on the results of an election?

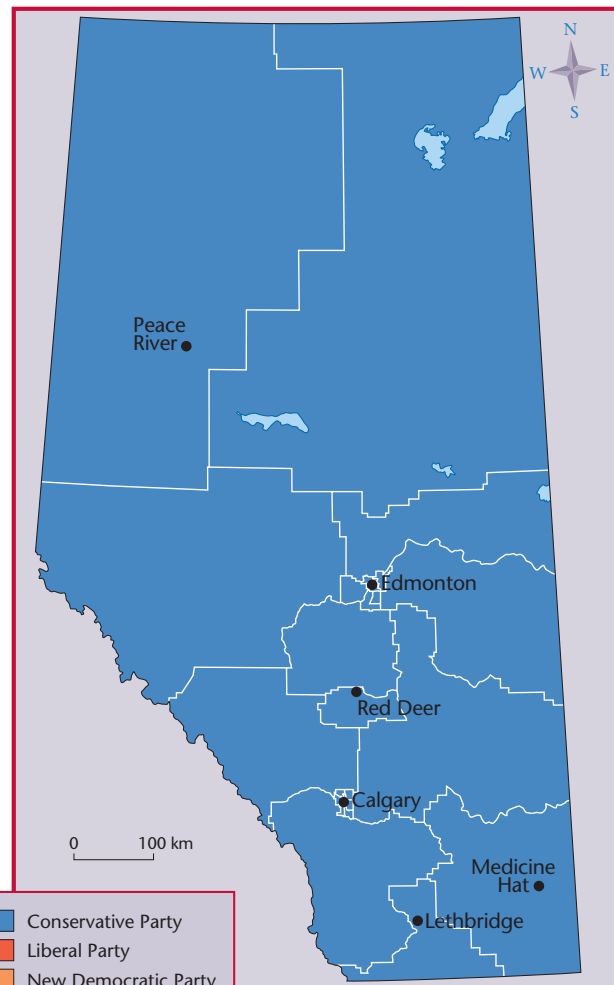
popular vote: the total votes cast in an election, as different from the total seats won in an election

Popular vote means the total support political parties win during an election, regardless of whether they win ridings. The chart and map on this page show the results of the 2006 federal election for Alberta. Compare the chart with the map. **What if the votes in the 2006 election had been counted by popular vote instead of by riding? How would the way Albertans are represented in the House of Commons be different?**

Results by Popular Vote, 2006 Federal Election: Alberta



Results by Riding, 2006 Federal Election: Alberta



DID YOU KNOW?

The number of ridings in a province is based on population. The following chart presents some examples for comparison.

Province	Federal Ridings	Population (2006)
Alberta	28	3.3 million
Saskatchewan	14	1.0 million
B.C.	36	4.1 million

SPOT AND RESPOND TO THE ISSUE

Refer to page 9, which lists criteria for identifying an issue. How can you use the criteria with the information on this page to state an issue that arises from Canada's electoral process? How does the issue connect to the citizenship and identity of Canadians?

This map shows the political parties that won Alberta's 28 federal ridings in the 2006 federal election.

The Senate

- The members of Canada's Senate are called senators.
- Senators are not elected. The prime minister appoints them. They can remain in office until age 75. Prime ministers tend to appoint people who support the PM's political party. Since only a few Senate seats become vacant at a time, however, the Senate includes people from a variety of political parties.
- Senators represent the interests and rights of Canada's regions, and especially Canada's **minorities**. Senators are appointed by "division," or region. At Confederation in 1867, the constitution identified three regions: the Maritimes, Ontario and Québec. The idea was to ensure that these regions had an equal voice in the Senate, and to ensure that Québec's Francophone population — a minority within Canada — had a strong voice within Canada. As provinces and territories joined Canada, new regions were added to the divisions for appointing senators.
- All proceedings of the Senate are in French and English.
- The Senate can propose laws, but usually only considers bills passed first by the House of Commons. The Senate gives "sober second thought" — careful reconsideration — to all legislation proposed for Canada. This means senators provide a second round of study, debate and voting on laws proposed for Canada. Because the Senate provides a voice for regions in Canada, it brings a different perspective to issues that concern everyone.
- The Senate cannot propose laws that create or spend taxes.
- A bill cannot become law until both the House of Commons and Senate pass it.
- The Senate has the power to reject bills from the House of Commons, but rarely uses this power.

minorities: groups in society who do not form the majority of the population

This is the Senate Chamber, where senators meet and conduct business. In this photo, Governor General Michaëlle Jean is giving the Speech from the Throne on April 4, 2006. The Speech from the Throne is written by the government each year and outlines the government's plans for the coming year. The governor general delivers the speech as Canada's head of state.



CRITICAL THINKING CHALLENGE

Why might the role of the Senate to represent minorities be important to governance in Canada?





Dr. Claudette Tardif is Franco-Albertan and a well-known advocate of minority language and culture rights. Prime Minister Paul Martin appointed Dr. Tardif to the Senate in 2005.

How do senators see their role?

My job is to represent my region and to protect the interests of minority groups in Canada.

The Senate makes sure that all voices are heard on the issues. We give a voice to citizens who may not have a voice. We bring a balance. We take our job very seriously.



Why might Canadians have different views and perspectives on the role of the Senate in Canada's political system? What evidence can you find on this page?



Jean-Robert Gauthier receives the Order of Canada from Governor General Michaëlle Jean in 2007. As a senator, M. Gauthier championed Francophone rights. For example, he spearheaded the action that kept Hôpital Montfort Hospital open in Ottawa (see page 3).



My role as a senator is much different than any other senator before me. I'm the national chairman of a committee that wants to change the Senate to make it elected, with equal representation from the provinces.

Many say the Senate is illegitimate and ineffective. The changes we propose would make it highly respected and useful.

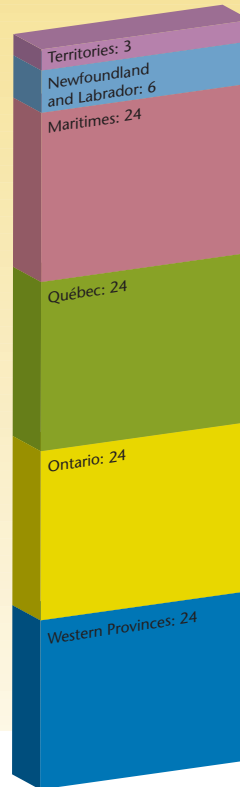
Bert Brown comes from Kathryn, Alberta, and has campaigned to change the structure of the Senate for more than twenty years. Prime Minister Stephen Harper appointed him a senator in 2007, after he won an unofficial election as a senator in Alberta.

REPRESENTATION IN THE HOUSE OF COMMONS VERSUS THE SENATE, 2007



House Seats: 208

Regions with higher populations have more seats in the House of Commons.



Senate Seats: 105

Canada's constitution defines "divisions" — or regions — for appointing senators (see page 31). These divisions have a guaranteed number of seats in the Senate.

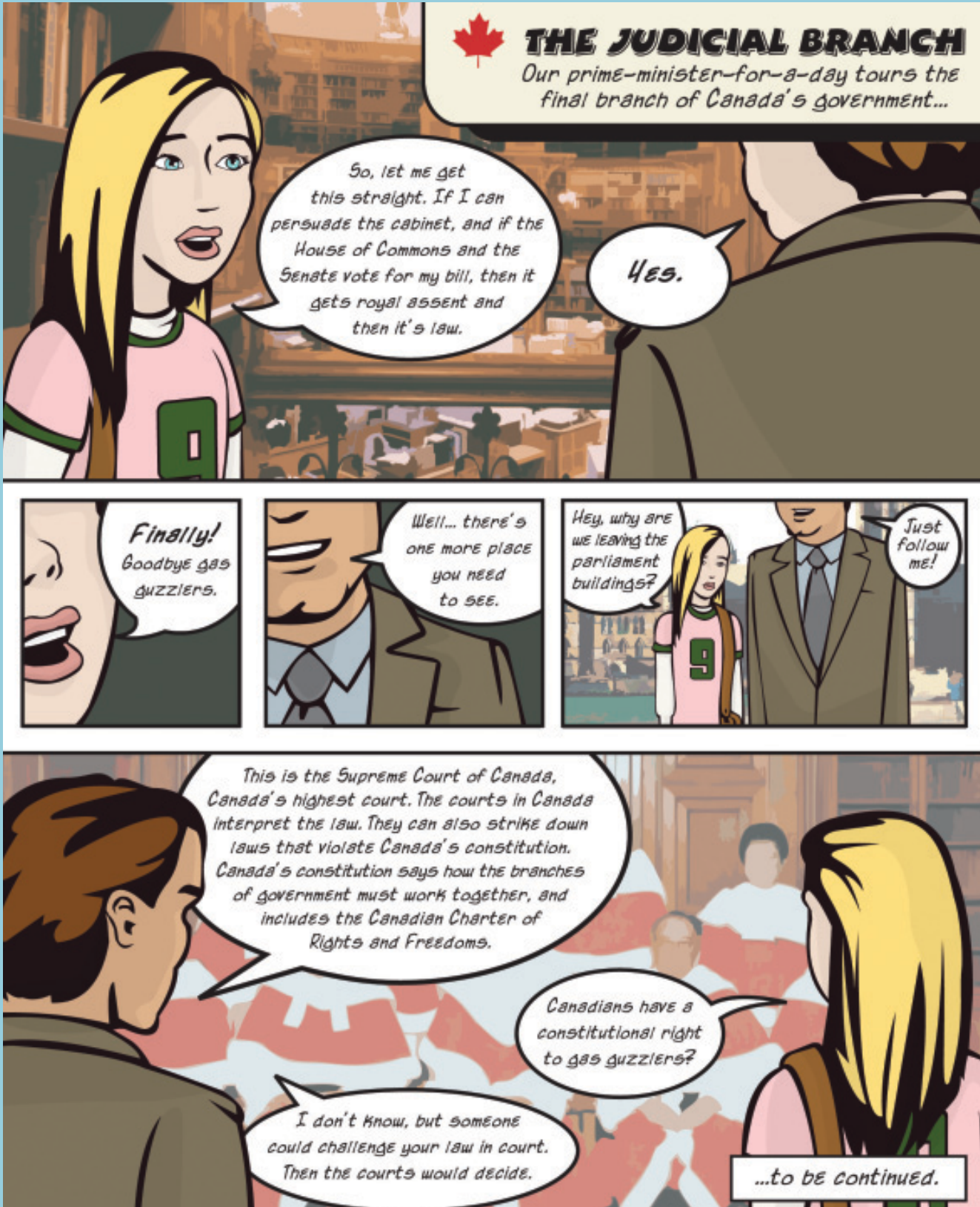


How does the structure of the Senate represent Canadians in a different way than the House of Commons? How does this structure help the Senate act in the interests of regions and minority groups?

connect to the big ideas

1. In your chapter task, you are acting as prime minister. It's important for you to demonstrate how the federal political system works. Describe three ways Canada's House of Commons and Senate provide opportunities for citizens to participate.
2. With the help of your teacher, invite your MP or a senator to your classroom. Develop a list of interview questions to learn more about their role in governing Canada. **Check the Skills Centre on page 369 for tips on conducting interviews.**
3. Work with a small group to find a political cartoon or news article about a proposed or approved law. What does the information tell you about how the law affects Canadians? Is there evidence linked to how effectively Canada's political system builds a society where all Canadians belong?
4. Members of parliament and senators have a responsibility to hear many diverse points of view and perspectives on issues. When you work in a group, how do you include different perspectives and points of view? Work with a group of classmates to identify two strategies. Demonstrate these strategies to your class with a brief role-play.

skills centre



What does the judicial branch do?

- The **judicial branch** includes Canada's courts of law. All members of the judicial branch come from the legal profession.
- The Supreme Court of Canada is the highest court in Canada. It has the final word on all legal questions in the country, including questions about the rules for making and applying laws.
- The judicial branch is separate from the other branches and acts as a check on their powers. It interprets and applies all law in Canada, including the rights of Canadians. This means that the judicial branch has the main responsibility for making sure the rights of Canadians are respected.

judicial branch: the part of government that interprets and applies the law by making legal judgements



How does the judicial branch

connect to peace, order and good government for all Canadians?

How do judges see their role?

The oath of office is to apply and define the law to the best of our ability. We are judges — we are not politicians. Our role is to interpret and apply the law. It is the most important part of what I do.

There are many challenges to the job. First of all, the questions presented are very challenging questions. They are questions of difficulty. To some extent, we deal with many of society's issues. We have examined issues of equality, discrimination, criminal process, social questions, and a whole host of other concerns.



Mr. Justice Frank Iacobucci served as a judge of the Supreme Court of Canada from 1991 to 2004.

WHO BECOMES A SUPREME COURT JUDGE?

The Supreme Court has nine judges from four regions of Canada.



For most of Canada's history, the PM and cabinet have appointed Supreme Court judges when positions became vacant — when a judge retired, for example.

In February 2006, Prime Minister Stephen Harper changed the appointment process. The PM and cabinet now nominate judges, who then go through a review by a committee of MPs. In 2007, the PM still had the power to appoint the judge of his choice.



This photo shows the judges of the Supreme Court in 2005. The court always has an uneven number of judges to prevent tie decisions.



Check for an update on appointing Supreme Court judges. What's the procedure today?



Steps to Persuasive Communication

In this chapter, you are exploring how Canada's federal political structure works. You have investigated the roles and responsibilities that government members have, and how they use the system to respond to issues that affect Canadians. For the chapter task, you will need to persuade others about your ideas on the question, "As Canada's prime minister, how would you respond to what you believe is the most important issue about government today?" What techniques will you use to be most persuasive?



WHAT DOES IT MEAN TO BE PERSUASIVE?

Remember the Nine on 9 team you met on page 14? They have some tips on persuasive communication.

Persuasiveness is the ability to convince someone of something.

In my opinion, persuasiveness means having the power to influence people to act and think in a certain way.

I had to be persuasive when I wanted a new computer. I persuaded my parents to let me buy it by explaining positive points. I told them that a computer would help me learn and study. I did the research into what a good computer could offer me and explained to them the many benefits it would have on my grades and standard of living. I was very effective, and now I have a computer!



Try this!

With a partner, brainstorm some ideas of things you would like to persuade others about. For example, how could you persuade a friend to attend a political debate, or encourage your principal to run a mock federal election in your school? What could you say to be most persuasive?

Think of one of the ideas on your list and use these steps to practise being persuasive. Share your ideas with a small group. Who was most persuasive? Why? How could you have been more persuasive?

1

State your idea.

What do you want to persuade others about? State your idea clearly.

2

Know your audience.

No matter who your audience is, always be friendly and have their best interests in mind. Try to show how your idea connects to them.

3

Support your idea with evidence.

You can't persuade anyone if you can't back it up! Find at least three facts, examples or reasons that show why your idea is a good idea. Make sure your evidence is accurate.

4

Choose formats that fit your evidence.

There are many ways to communicate your idea. Think about which ways would get your evidence across the best. You can use charts, visuals or other tools to help you communicate your idea.

5

Organize your points.

Organize your points in a logical order and present your most powerful point last. You can use charts, visuals or other tools to help you communicate your idea.

MY PLAN

Introduction

- State my idea.

Good point

Better point

Best point

Conclusion

- Restate my idea and summarize my reasons.



How do laws become laws?

WHAT'S IN THIS SECTION

In this section you will read about how the government makes Canada's laws. You will find:

- A backgrounder about a law called the Federal Accountability Act (FAA).
- A flow chart that illustrates how the FAA was proposed, debated and passed as a law in the House of Commons and the Senate.
- A First Nations perspective on law making in Canada.

What are you looking for?

As you read this section, look for:

- How a law becomes a law.
- How well the process for creating legislation involves Canadians and their multiple views and perspectives on issues.

John Baird was Minister of the Treasury when he introduced the Federal Accountability Act in 2006. In this photo, he is holding a news conference about the act. **Think critically:** Why might John Baird have used the visual backdrop in this photo to help communicate his message and persuade his audience?



CASE STUDY

The Federal Accountability Act

Canada's government passed the Federal Accountability Act in December 2006 in response to issues raised by the "sponsorship scandal." These issues included:

- Responsible and **accountable** spending by government.
- Protection for government employees who "blow the whistle" on wrongdoing within Canada's **civil service**.
- More information about the activities of lobbyists. Lobbyists are people paid to represent the interests of particular groups in society. You can read more about them on pages 51 to 53.

Take a look at the news article below. Why did the sponsorship scandal raise issues?

Scandalous! Appalling! Watchdog slams government in sponsorship scandal

February 10, 2004

A report by Canada's auditor general today slammed the government for creating a secret fund and using it for its own interests, instead of the interests of all Canadians.

The auditor general is the "watchdog" on government spending for parliament and the people of Canada. Her report came from her investigation into the sponsorship scandal — an investigation launched by Prime Minister Jean Chrétien, leader of the Liberal Party of Canada.

The investigation concerned a federal fund in Québec that was supposed to pay for cultural events and programs. The investigation found that there was no process for handing the money out, and no accountability for how the money was spent.

The money, it turns out, wasn't being used for cultural events at all. Members of the Liberal party were using it to reward their political friends.

The scandal became public when the *Globe and Mail* newspaper tried to find a copy of a document for which the government had paid more than \$500,000. The newspaper discovered that the document didn't exist.

— Based on research into events, views and perspectives.

accountable: answerable to someone for your actions; observable, transparent

civil service: the people who serve Canadians as employees of government



CRITICAL THINKING CHALLENGE

How might making Canada's government more accountable contribute to good government for all Canadians? What other measures might contribute to good government?

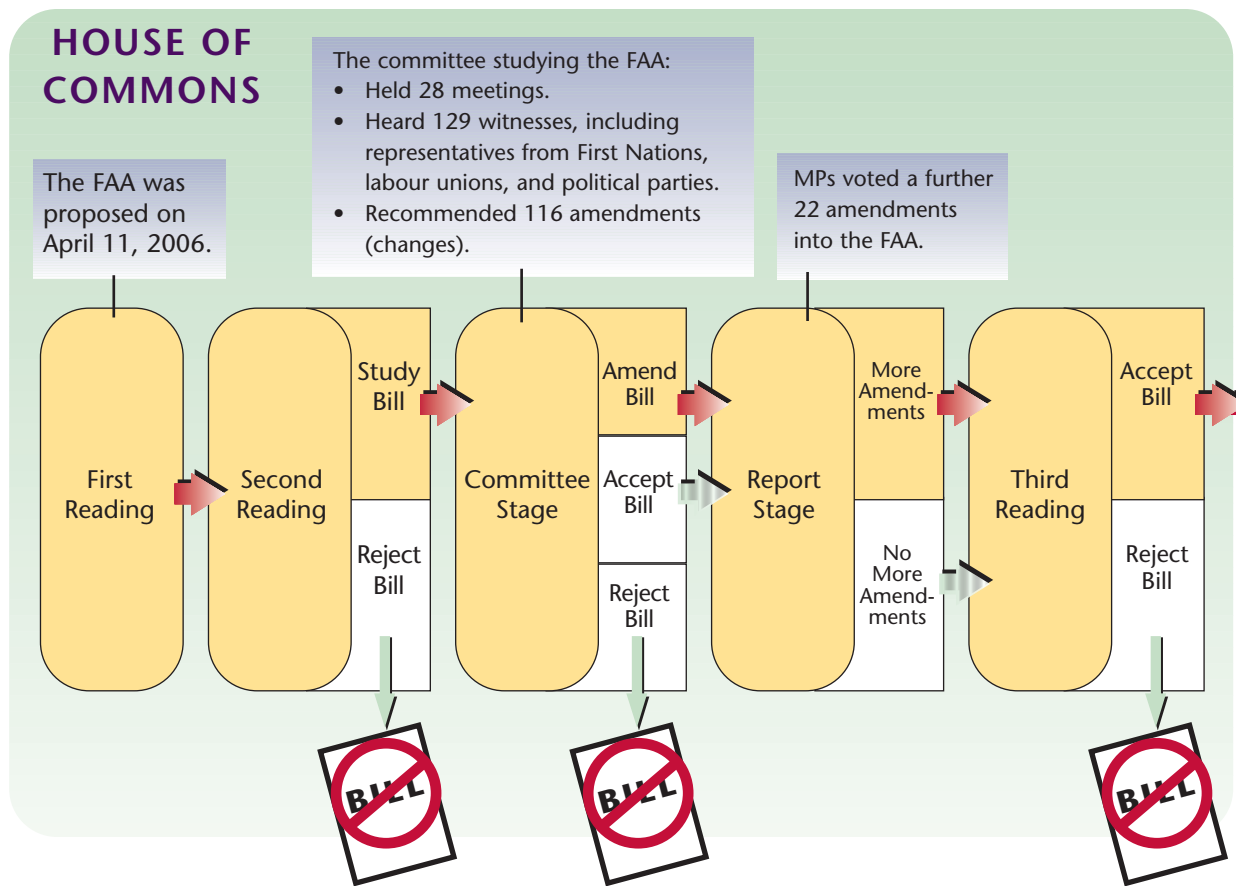
This is Sheila Fraser, the auditor general of Canada at the time of the sponsorship scandal. The auditor general monitors government spending on behalf of parliament and all Canadians. Her report led to a public inquiry, followed by criminal charges against several officials. Three were convicted. No elected officials were found guilty. Because of the scandal, the Liberal party lost seats in the federal election of 2004.



What steps did the Federal Accountability Act go through?

You have already learned about the role of the legislative branch in making laws for Canada.

Within the legislative branch, bills go through several steps to become law. The flow chart below and on the next page shows the path of the Federal Accountability Act through these law-making steps.



LAW-MAKING STEPS IN THE HOUSE OF COMMONS AND THE SENATE

First Reading

Printed copies of the bill are made available for the first time. There is no debate or vote.

Second Reading

Debate and vote on the principle of the bill. Does the bill serve the interests of Canadians?

Committee Stage

Detailed study of the bill. A committee of MPs or senators reviews the bill with the help of witnesses, including experts and citizens. The committee issues a report with a recommendation that the House or Senate usually accepts.

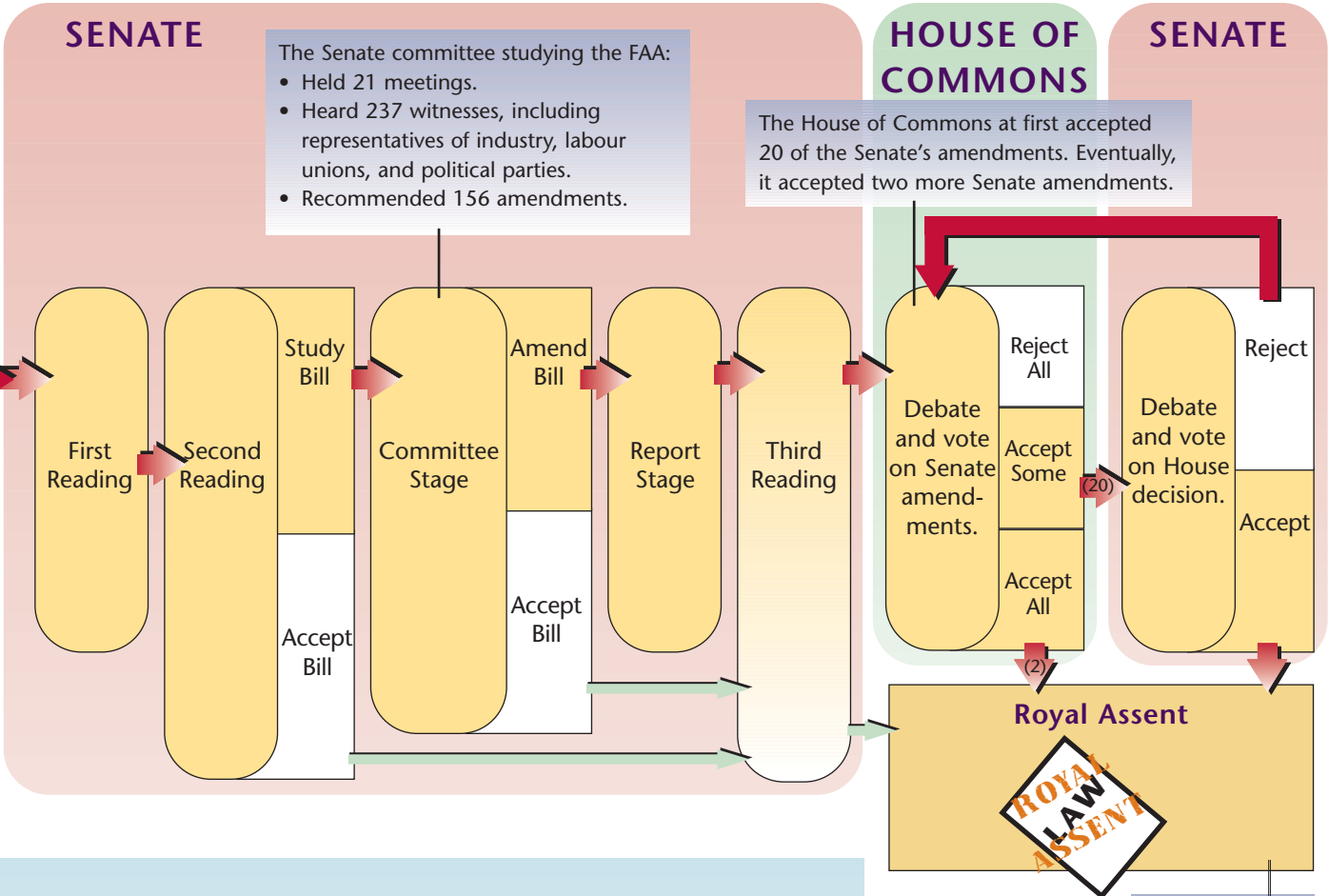
Report Stage

Debate and vote on amendments (changes) to the bill.

Third Reading

Debate and vote on the final form of the bill.

How does the process of passing a law create opportunities to build Canada as a society where people of many perspectives and views belong? What challenges does this process create for Canadians, in your opinion?



DID YOU KNOW?

The usual, basic path of law making in Canada is:

House of Commons ➡ Senate ➡ Royal Assent

The FAA went through an additional loop through the House of Commons and Senate, as these two bodies sought agreement on the final form of the FAA. This took time, but it also allowed a fuller debate of the issues involved.

Royal Assent

Bill becomes law after the Governor General gives Royal assent. This is a formality.

The FAA became law on December 12, 2006.



PASSING A LAW

Our prime-minister-for-a-day becomes impatient..



Why is making laws so difficult? You're my assistant - can't you speed this up?

It's not supposed to be easy to make laws. Canada is a diverse country. Canadians have different identities, perspectives and needs - different priorities.

I'm a Canadian. How can I make my priorities count?

Canada's federal political system attempts to give all citizens a voice - as individuals and also as members of collectives. What have you discovered from touring the executive, legislative and judicial branches about ways for Canadians to voice their views and perspectives?

Examples of ways to voice views and perspectives:

- *Contact your MP, a senator or a cabinet minister.*
- *Campaign for a candidate during an election.*
- *Organize a petition or rally on an issue that concerns you.*

Stéphane Doucette-Préville, Parliamentary Page



Stéphane Doucette-Préville had just graduated from École Maurice-Lavallée, a Francophone school in Edmonton, when he joined the House of Commons' Page Program in September 2006.

Each year, the Page Program gives forty students from across Canada the chance to learn about the legislative branch in person. In the House of Commons, the pages assist MPs of all political parties with daily tasks, such as photocopying and answering phones. On the floor of the Commons Chamber — during debates and Question Period, for example — they retrieve documents and run messages between members of the assembly.

As a page, I have learned, number one, that there is a lot of cooperation between the different political parties. The confrontation between parties during Question Period often makes the news on television — but Question Period is only forty-five minutes of the day. The rest of the day is spent expressing views on issues that affect Canadians and debating laws. In the end, MPs try to agree. They want to vote on what's good for all Canadian citizens.

I think people are sometimes not aware of the responsibilities of MPs. But I've found that MPs deserve respect. They work under a lot of stress and they work very long hours. On top of attending the proceedings of the House of Commons, they work on committees and they answer questions from their constituents. It's not an easy job. They have to be really committed to do it.

What is the most memorable thing about being a page? Certain things, every day, I find memorable — like being on the floor of the House of Commons during Question Period and, every Wednesday, singing the national anthem. Not every Canadian will have the chance to do that. It is very special.

Stéphane Doucette-Préville spent one year in Ottawa as part of the House of Commons' Page Program. "One of my favourite interests is politics, and when I was going to high school, my favourite class was social studies. I'm very excited to be part of a textbook for my favourite subject."



"I'll also remember special events, like playing a soccer game against the MPs. Seeing the MPs out of the work environment and getting to talk with them — plus for me, soccer is my favourite sport — I thought that was really fun and incredible."



What has Stéphane learned about the role of MPs from his firsthand experience of the House of Commons?

Why do you think people have different views about the job MPs do?



What voice do First Nations, Métis and Inuit peoples need?

assimilation: the process of becoming part of a different cultural group (not your own)

Aboriginal peoples were not consulted when Canada was formed at Confederation in 1867, although they were among Canada's founding peoples. The British North America Act (BNA Act) — which was Canada's original constitution and established Canada's system of government — did not acknowledge the rights of Aboriginal peoples. The BNA Act:

- Made First Nations “responsibilities” of the government, along with things like the postal service. It did not acknowledge First Nations as independent, sovereign peoples with their own forms of government.
- Did not mention the Inuit or Métis at all.

Since Confederation, Aboriginal peoples have successfully campaigned for the inclusion of their rights in Canada's constitution, but many continue to feel excluded from Canada's political system.



Anna Hunter is director of the Aboriginal Public Administration Program at the University of Saskatchewan.

Aboriginal people did not play a role in designing the Canadian system of government, and they do not see themselves represented in its institutions... Aboriginal peoples need to see representation and inclusion of their leaders and their ceremonies, symbols and practices in the political processes and institutions of the Canadian state.

— Anna Hunter, “Exploring the Issues of Aboriginal Representation in Federal Elections,” *Electoral Insight*, November 2003.

Anna Hunter studied challenges to the participation of First Nations in Canada's federal political system. Here's what she found:

- First Nations people find it difficult to elect representatives. They make up less than 10 percent of Canada's population and are dispersed across the country.
- Some choose not to vote because Canada's government does not reflect their traditions and values. They consider voting a form of validating Canada's political system over their own systems of government.
- Some associate voting with **assimilation**. For many years, Canada's government required First Nations people to give up their legal identity before they could vote. Canada did not grant First Nations people the right to vote until 1960.



How does the information on this page relate to your chapter task and communicate an important issue about government today?

connect to the big ideas

1. Working alone or with a partner, brainstorm some ideas for a new law. Your law should be practical and logical. It could link to your chapter task, as a way to respond to an issue about government today. Use these questions to help you organize your thoughts:
 - Why is your proposed law needed?
 - How would it improve the quality of life of Canadians?
 - What groups might support it? What groups might oppose it?
2. Create an announcement about your law for radio, TV, the Internet or newspapers. Describe steps you will take to involve citizens in decisions about the law. Your work on this point can help you complete your chapter task.

Bills! Bills! Bills!

In 2007, MPs introduced more than 300 bills, including the bills described below. **How could you find out if these bills became laws? How could you find out what bills MPs have introduced this year?**



Bill C-30 proposed to increase the production of crops for biofuels, as a way to reduce air pollution and greenhouse gases.



What values do you believe each of these bills reflects?

Bill C-19 proposed to make street racing a criminal offence. This means police could charge people for street racing, in addition to charges for reckless driving and speeding.



Bill C-321 proposed to establish a National Hockey Day in recognition that "hockey has served as a unifying force throughout our history, is an important component of our contemporary national identity, and is considered a cornerstone of our unique Canadian culture."



How do the media connect Canadians to their government?

WHAT'S IN THIS SECTION

In this section you will read about the role of the media in communicating information about government actions.

You will find:

- Information on how the media affects current affairs and issues.
- Comments from a reporter describing the challenges of reporting political issues.
- Examples of news groups that communicate the diverse needs and perspectives of Canada's peoples.

What are you looking for?

As you read this section, look for:

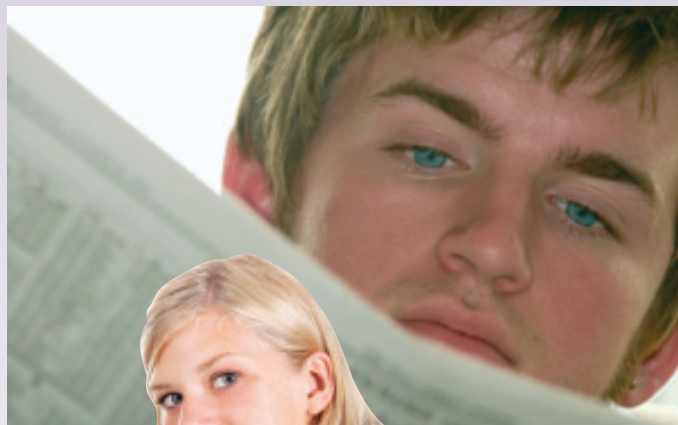
- How the media provides citizens opportunities to communicate their needs and concerns about political issues.

THINK CRITICALLY: WHERE DO YOU GET YOUR NEWS?

How does the source of your news affect the information you get?

Do some formats communicate more effectively than others?

How do you know if you have access to reliable, balanced information?



How do reporters see their role?

The media include newspapers, magazines, film, radio, television, the Internet, books and billboards. They deliver information and messages quickly to very large audiences.

The media don't just report the news. They influence our personal understanding of the world and how it works. All media messages are created by people who interpret the facts and make choices about how to tell the story. When a story is repeated in the media, it begins to affect what happens next.

Politicians develop key messages for the media, to control how the media present them, and to communicate what they want Canadians to know. Usually these are memorable quotes or phrases, almost like **slogans**.

Journalists make decisions about what news stories to cover and whose perspectives to include.

slogan: a phrase repeatedly used by politicians or marketers to present an idea

Our role is to inform people about the impact government is having on their lives. Because that's the essence of government: to try to change our society for the better. If they're not doing that, you vote them out and try someone else.

The big challenge for us is to get the truth. The truth is sometimes not very easy to find. You learn very quickly that the truth is not always what's on the government website. It's not in the first press release you pick up. You have to dig around. You have to find credible sources with credible information. You have to sort through the "spin" and the noise of Question Period to find those rare kernels of truth that people want to read about.



Don Martin is the national affairs columnist for the *Calgary Herald* and the *National Post*.



According to Mr. Martin, what is the main role of government? Do you agree or disagree? Why?



CRITICAL THINKING CHALLENGE How do different types of media cover government decision making? How do journalists get information? What is the relationship between politicians and the media?



Why do you think groups in Canada want media outlets that serve their communities?

What's the Parliamentary Press Gallery?

Don Martin is a member of the Parliamentary Press Gallery, an association of reporters who cover the decisions and actions of Canada's government. The Press Gallery includes about 350 reporters from media outlets across Canada. For example, the Press Gallery includes:



Aboriginal Peoples Television Network

ABORIGINAL PEOPLES TELEVISION NETWORK

APTN provides First Nations, Métis and Inuit peoples "the opportunity to share their stories with all of Canada through a national television network dedicated to Aboriginal programming." APTN broadcasts in English, French and several Aboriginal languages.

ASSOCIATION DE LA PRESSE FRANCOPHONE

This news organization serves Francophone communities outside of Québec. Its membership includes *Le Franco*, based in Edmonton. Why do you think Francophone communities in Alberta might have different perspectives on issues than Francophones living in Québec?



Radio-Canada

CBC/RADIO-CANADA

CBC/Radio-Canada, Canada's public broadcaster, provides radio, television, Internet and satellite-based services in English, French and eight Aboriginal languages to all Canadians. It also broadcasts in nine languages to Canadians and international listeners abroad, and in eight languages to new and aspiring Canadians.

LE DEVOIR

LE DEVOIR

This French-language newspaper, based in Montréal, is distributed in Québec.



How do you think the variety of Canada's media affect the way Canadians deal with issues?

MING PAO NEWS

This Chinese-language newspaper, based in Hong Kong, has Canadian editions in Toronto and Vancouver.

OMNI TELEVISION

This television broadcaster aims to "reflect Canada's diversity through... multicultural, multilingual and multi-faith programming." It broadcasts in several languages and targets many cultural groups in Canada, including South Asian, Italian, Portuguese, Chinese, and Caribbean communities.

In this photo, NDP leader and MP Jack Layton answers reporters. Politicians answer reporters' questions as one way to connect to the public. They sometimes hold press conferences to communicate their ideas, concerns and positions on issues to citizens.



HOW TO DETECT BIAS

The news media are one way we can explore perspectives on issues. You need a way to tell whether the news you read, watch and hear is accurate, and whether it reflects a balance of views and perspectives. You need to be on the alert for bias.

Bias is a type of thinking rooted in a person's point of view. Sometimes a bias towards one subject or another creates unbalanced information in the news. The key is to be open-minded when presenting and analyzing the issues.

Practise your skills of detecting bias using the article on this page. The following questions will help you pull apart and evaluate the article for bias.

- Who is the writer(s) or speaker(s)?
- Do they have authority to speak about the subject?
- Does the information provide facts and evidence?
- Does it use stereotyping, or appeal to fear or emotion?
- Does it ignore any people or groups?
- How does the information fit with what you already know?
- How could you verify the information for accuracy?

bias: an opinion based on unchallenged assumptions



Scan news sources and collect three or four pieces of information on a current issue. Analyze each item for bias.

Summarize and share your findings. Describe how the articles are similar and different. Identify and describe any examples of bias.

Create a visual of the items you found. Include a title, subtitles and an explanation of how bias can be found in media reports. Share your visual with the class.

Law to Fix Election Dates

November 7, 2006

OTTAWA — The Conservative government has proposed a law to set, or “fix,” federal election dates every four years. The proposed law received third reading in the House of Commons yesterday.

Under the current system, the prime minister of a majority government can call an election at any time within five years of taking power. “The prime minister is able to choose the date of an election, not based on what is in the best interest of the country, but what is in the interest of his or her party,” says Minister of Justice Rob Nicholson, who introduced the legislation last May.

With fixed election dates, the timing of general elections would be known by all citizens and political parties four years in advance. “Fixed election dates stop leaders from trying to manipulate the calendar,” Prime Minister Stephen Harper says. “They level the playing field for all political parties.”

Liberals have questioned the wisdom of changing the current system, which they say has served Canada well for 130 years. They say fixed election dates would make the ruling party less accountable to voters, since the government could do whatever it wanted without facing an unexpected election.

— Based on research into events, views and perspectives.

The logo features the word "connect" in a light blue font, with "to" and "the" in smaller text inside a blue circle. To the right, "big ideas" is written in a larger, bold blue font. A thick blue horizontal bar is positioned below the text.

connect to the big ideas

1. Choose an issue about government currently in the news. Then, try one or two of the following activities over a two- or three-week period to find out how much the media affects the issue. After, describe how this exercise will affect the way you read and listen to the news in the future.
 - Each day, record the number of times you encounter the issue in the newspaper, on television or the Internet. Is the issue reported more or less as the days go by? Why do you think this is happening? When was the issue dropped by the media?
 - Each day, record one or two key messages that were common to the stories. Notice how the story changes over time. What appears to be influencing the story and causing these changes?
 - How are the media reporting people's reaction to the issue? Are people writing letters to the editor? Are politicians and influential people being interviewed? What are their ideas and concerns?
 - What groups of people have expressed viewpoints on the issue? Are the media reporting all sides of the issue equally and fairly, or is there evidence of bias? What evidence is there that the media has remained neutral or that it has taken a position on the issue?
 - Each day, predict how the issue might be resolved based upon what you know about it from the media. Explain your reasoning.
 - List actions or decisions that aimed to resolve the issue. Who was involved? What role did the media play?
 - Make a visual, create a graph or use an organizer to show how the issue evolved as a news story over the period. Show when interest in the story was at its peak and when interest began to fade. Why might this happen?
2. Invite a local reporter to your class to talk about their role in communicating political issues. Write a news article about what you heard for your school newsletter or community newspaper. Include a balance of opinions and views about what the reporter said and the reaction of the students. **Refer to the Skills Centre on page 371 for ideas on how to write a news story.**
3. In your opinion, who should have more responsibility for communicating issues: government, the media, or citizens? Why? Explain your reasons.

A small blue arrow pointing to the right, containing the text "skills centre" in white.

skills
centre

What do lobbyists do?

WHAT'S IN THIS SECTION

In this section you will read about the role of lobbyists in the political process. You will find:

- Information about lobbyists.
- Two interviews with lobbyists sharing their views about representing Canadians.

What are you looking for?

As you read this section, look for:

- What lobbyists do.
- The extent to which lobbyists represent Canadians in the political process.
- How lobbyists can influence government decision making.

CRITICAL THINKING CHALLENGE
How might lobbyists affect political decision making and the lives of Canadians?

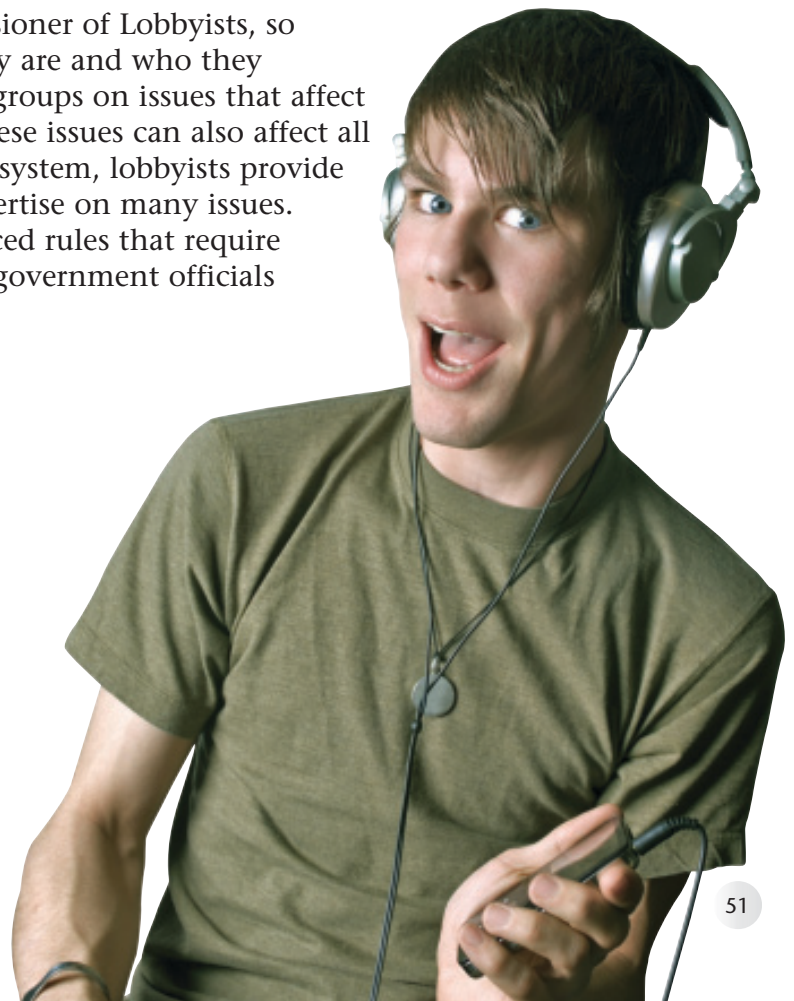
Who are lobbyists?

- A lobbyist is someone hired by a group to influence MPs and government officials.
- Lobbyists must register with a Commissioner of Lobbyists, so everyone in Canada can know who they are and who they represent. Lobbyists voice the views of groups on issues that affect their members, products or services. These issues can also affect all Canadians. Within the federal political system, lobbyists provide different perspectives and in-depth expertise on many issues.
- The Federal Accountability Act introduced rules that require lobbyists to document which MPs and government officials they meet with.

The entertainment industry has lobbyists who work to influence laws about downloading music, movies and TV shows.



Lobbying by groups such as the Non-Smokers' Rights Association has resulted in tougher controls on smoking, including government warnings on cigarette packages and bans on smoking in public places.



How do lobbyists see their role?

Lobbyists represent the views and perspectives of different groups on issues that affect Canadians. For example, lobbyists are part of a debate about the development of the oil sands in Alberta.

Pierre Alvarez is president of the Canadian Association of Petroleum Producers (CAPP), based in Calgary, Alberta. CAPP represents 150 companies that explore for, develop and produce more than 95 percent of Canada's natural gas, crude oil, oil sands and elemental sulphur.



I have a son in Grade 9, and a son and a daughter in Grade 7. I tell them that business and government have become complex and so have the issues — climate change, for example. Government doesn't have a monopoly on good ideas or right answers. The Canadian Association of Petroleum Producers brings technical expertise that helps make better decisions. And I think we are just as important to good decision making as lobbyists for the environment movement.

Many times, the best work we do comes from processes where government, ourselves and the environmental community are all around the table, all bringing our expertise, and challenging each other to find a better solution.

This photo shows an oil sands upgrader near Fort McMurray, Alberta. **Think critically:** Why might the oil sands have become a focus of lobbying by different groups?



CRITICAL THINKING CHALLENGE

To what extent do lobbyists represent Canadians? In what ways do they help or hinder effective government decision making around issues?



Many different organizations speak directly to government decision makers. We're one of them. But, unlike the oil industry or other corporate groups, we have nothing to gain financially from what we do.

We deal with the environmental implications of energy development. We put forward solutions, identify priorities and build a case for change. With the oil sands, for example, we have raised awareness with the media and the public about the key environmental consequences of oil sands development. It's put more pressure on the government to take action.

We clash with industry sometimes, like when we seek more controls on the oil sands industry. We also work with industry. We're involved in a number of organizations that seek consensus on issues. People bring their interests to the table, including industry people, and we all try to come up with a way to work together and move ahead.



Chris Severson-Baker is the director of Energy Watch with the Pembina Institute. The Pembina Institute is based in Alberta and works to advance green sources of energy.

connect to the big ideas

1. How does each of the lobbyists see their role in representing Canadians? In what areas do they agree or disagree? How different are their points of view? Draw an organizer like the one below to help you summarize their comments. Which point of view do you agree with most? Why? What might some other views be? Add these to your organizer.



2. To play a part in Canada's federal political system, people take on many roles. With a small group, list all the roles you have learned about in this chapter. How involved in the federal political system are people in each role? Use a continuum like the one below to rank each role. Consider where you would rank your own level of involvement on the continuum.



3. In your chapter task, you are acting as prime minister. Describe how a lobbyist might influence your decisions as prime minister.



Wrap Up Your Task

Remember, you need to create a speech that answers the question:
As Canada’s prime minister, how would you respond to what you believe is the most important issue about government today?

Summarize Your Ideas

Review the chart you began on page 19. Summarize the information in your chart and select one issue that you will present in your speech. Remember: you will need to be persuasive to be selected as prime minister for a day. Consider the “Steps to Persuasive Communication” that you learned about on pages 36 and 37.

Prepare Your Speech

For a speech, speak clearly. State strong facts and reasons. Use effective and convincing words that will make the audience want to listen.

When you can convey your thoughts along with facial expressions and tone of voice, the audience gets a better sense of what you are talking about.

Tone is everything. If you want to persuade your audience, you must be friendly.

Tips for Making a Powerful, Persuasive Speech

- ✓ Organize your ideas.
- ✓ Use visuals to reinforce your points.
- ✓ Establish eye contact with everyone in the room.
- ✓ Speak clearly and loudly enough to be heard.



Introduction
 The most important issue about government today is the way MPs are elected and I have suggestions for how I would use the system to change it. The current system does not represent Canadians well, in my opinion. I will present three reasons supporting my position: not everyone votes for the MP that “represents” them, MPs usually vote with their party, and minority groups in society have difficulty electing MPs.

First Point
 I would like to present a graph showing how people voted in this riding during the last federal election... I would use the system to ensure that...

Chapter 1 Review

WHAT DID CHAPTER 1 EXPLORE?

- What is the structure of Canada's federal political system?
- How do laws become laws?
- How do the media connect Canadians to their government?
- What do lobbyists do?

Revisit the Chapter Issue

Use the directions below to develop your own informed position on the chapter issue:

How effectively does Canada's federal political system govern Canada for all Canadians?

DEMONSTRATING YOUR LEARNING

Steps 4 to 6, Spot and Respond to the Issue (page 13)

Step 4 Describe your research.

- Identify and describe key perspectives.
- Describe how the issue connects to citizenship, identity and quality of life.
- Describe one step you could take to become better informed on the issue.

Step 5 Describe your current position.

- Support your position with evidence.

Step 6 Describe a way to take action.

- Show how you could make a difference on this issue.

Share What You Know

Create a mural that illustrates how Canada's federal political system works. Use graphics, pictures, headings and descriptions to make your points. Present your mural to other students to help them learn about Canada's political system.

Links with Technology

Using an electronic mind-mapping tool, organize the three branches of government to demonstrate how they work together to respond to issues that affect Canadians. Use visuals from clip art, the Internet or a shared file folder to represent the data. Add your own graphics by using the drawing tools to create symbols and relationships between different aspects of the federal system for your mind map.

Take Action

Raise awareness about a current issue in your community, such as vandalism, recycling or voter turnout. Research the issue and develop a key message about why the issue is important. Use your skills of persuasive communication. Choose a format for getting your message across and present it to your school or community.

Reflect Before You Forget

Reflect on what you learned about Canada's federal political system in this chapter. Complete these thoughts:

- I used to think... but now I think...
- The most important thing I learned in this chapter is that citizens...
- In the way Canada's government represents Canadians, one thing I'd like to know more about is...

CHAPTER 2

To what extent is the justice system fair and equitable for youth?

fair and equitable: governed by rules that apply to everyone, taking into account individual needs and circumstances

justice: applying laws

justice system: the institutions and procedures for applying laws in a society

Crime damages property, and harms people and communities. It has a negative effect on quality of life. **Think critically:** How can the justice system change this? What goals should it have?

Imagine this scenario. You and a friend are hanging around the local store after school. You accidentally break a window. The storeowner calls the police, who arrest you and want to charge you with vandalism. How would you want this situation to turn out? What would be just?

Chapter 2 explores the extent to which Canada's **justice system** is **fair and equitable**. **How effectively does it protect society, protect the innocent, and ensure that those who break the law face appropriate consequences?** The justice system is an important aspect of governance in Canada, and Canadians have different views and perspectives about how **justice** should be served. One of the fundamental principles of justice in Canada and other democratic countries is that a person is assumed innocent until proven guilty.

This chapter focuses on youth justice, because this is the part of the justice system that directly affects Grade 9 students. The questions of fairness and equity you will wrestle with, however, are the same for the justice system as a whole.

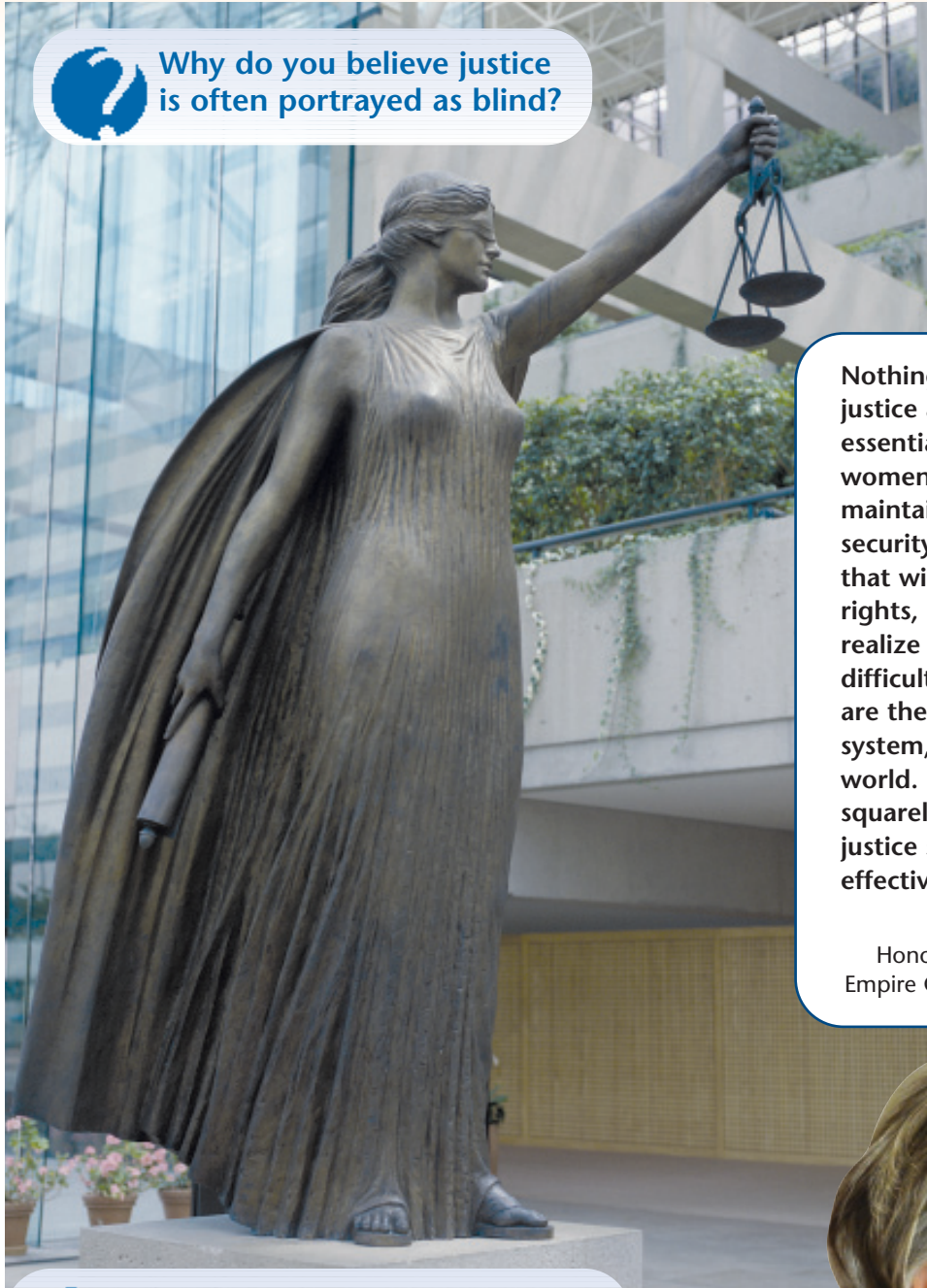
As you work through the chapter, think about the challenges and opportunities citizens face to shape what *justice* means, and the impact it has on their identity and quality of life.

As you work through the activities in this chapter, think about what parts of the justice system, in your opinion, are fair or should be changed.

FOCUS QUESTIONS

- How do Canada's justice system and the Youth Criminal Justice Act attempt to treat young offenders fairly and equitably?
- What role do Canadian citizens and organizations play in the fairness and equity of Canada's justice system for youth?

What issues could the evidence on this page communicate?



Why do you believe justice is often portrayed as blind?

This photo shows the statue of justice at the courthouse in Vancouver, B.C. The statue is blindfolded and holds a scale, or balance. Think about being accused of a crime, such as vandalism. In what way would you want justice to be “blind”? What would you want justice to weigh in the balance?

Nothing is more important than justice and a just society. It is essential to the flourishing of men, women and children and to maintaining social stability and security. In this country, we realize that without justice, we have no rights, no peace, no prosperity. We realize that, once lost, justice is difficult to reinstate. We in Canada are the inheritors of a good justice system, one that is the envy of the world. Let us face our challenges squarely and thus ensure that our justice system remains strong and effective.

— From remarks by the Right Honourable Beverly McLachlin to the Empire Club of Canada, March 8, 2007.



What challenges to the justice system do you think Justice McLachlin is referring to?



In a just society, laws are applied fairly and consistently. Do you agree with Justice McLachlin’s statement that “nothing is more important than justice and a just society”? Why or why not?

Beverly McLachlin was appointed Chief Justice of the Supreme Court of Canada in 2000.



legislation: laws created through the legislative process

Create a multimedia presentation sharing your position on youth justice issues.

Your Role

The Minister of Justice is holding a forum to raise awareness about the Youth Criminal Justice Act and the youth justice system. He is inviting students to participate in the forum by researching and making a multimedia presentation sharing their views on issues related to youth justice.

Your research and presentation should answer the question:

Should the justice system be harder on youths who commit crimes?

Your Presentation

Your multimedia presentation should focus on how the justice system should treat young people who commit crimes.

- An understanding of the **legislation** that affects young offenders.
- Knowledge of views and perspectives on justice for young offenders.
- A statement of your position before and after your research.

Understanding the views of others, and sharing your opinions with legislators, is one way to influence government decision making that affects the quality of life of everyone in Canada. Make your views known!

Before I learn more about a topic I usually think my opinion is correct and I have to remind myself that other people have their own beliefs about the topic too.



If you're like me, sometimes I don't know about a topic. So, I have to research it to find out more. I question what other people say to get a better idea of what they are talking about.



Let's get started!

Should the justice system be harder on youths who commit crimes? What is your position on this issue? What might be some other views and perspectives on this issue? How do you determine their **validity**? For the chapter task you will be comparing your position on the issue with the research you gather.

Try this to help you get started.

<p>Before Research</p> <p>Question: Should the justice system be harder on youths who commit crimes?</p>	<p>Share the position you have now, before research, with your classmates. Are their positions the same or different? Which views, in your opinion, are valid? Are you surprised by any of their reasons? Did you find out something that you didn't know before? Do their views change your opinion?</p>
<p>My Position</p> <p>I believe that...</p>	
<p>Reasons</p> <p>The reasons supporting my position are...</p>	



validity: reliability, based on a critical assessment of source, facts and bias

As you work through the chapter, you will have many opportunities to learn new information and views, determine their validity, and maybe even change your position. Use an organizer like the one below to help you collect evidence and ideas.

<p>Research</p> <p><i>This is what I found out about the Youth Criminal Justice Act...</i></p> <p><i>These are the views and perspectives that I discovered...</i></p> <p><i>This information is valid/not valid because...</i></p> <p>My Position on the Issue Now</p> <p><i>I believe that...</i></p> <p>What Happened After Research</p> <p><i>My position has:</i></p> <p><input type="checkbox"/> <i>Changed</i> <input type="checkbox"/> <i>Stayed the same</i> <i>because...</i></p>

How do Canada's justice system and the Youth Criminal Justice Act attempt to treat young offenders fairly and equitably?

WHAT'S IN THIS SECTION

In this section, you will read about Canada's youth justice system and how it deals with young people who break the law. You will find:

- A true story about a girl who broke the law and what happened when she entered the justice system.
- The objectives of the Youth Criminal Justice Act (YCJA). This important piece of legislation affects all young people who come into conflict with the law.
- News articles that reflect different views on the effectiveness of the youth justice system.
- Statistics that illustrate trends related to youth crime.

What are you looking for?

As you read the section, look for:

- The steps involved when a young person enters the justice system.
- The type of justice that the system determines will best meet the needs of the young offender, the victim and the community.
- The advantages and disadvantages of the YCJA and areas that, in your opinion, should be changed.
- The ways in which the justice system is fair and equitable when dealing with young offenders.

An Edmonton hockey fan kicks a burning phone booth during a riot following a playoff game in 2006. Police arrested many people — youths and adults, bystanders and others — to stop the rioting in the interests of public safety.

Think critically: Who should face consequences for incidents like this? What consequences would be just?



When you get caught breaking the law, you no longer have choices about what happens to you. Other people — the police, lawyers, justice committees and judges — make choices for you. You are...

INSIDE THE JUSTICE SYSTEM

This is the true story of a girl from Alberta, aged 15, who broke the law.



When the alarm went off in the store, me and my friend ran away. The store security officers ran after us and arrested us. They called the police.



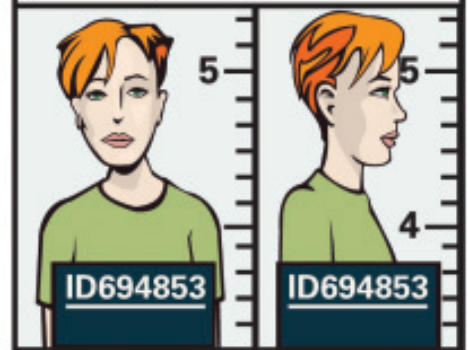
What worried you most about being arrested?

What my parents and friends would think. How mad they would be. And I was really scared that I would go to jail.

What happened next?



The police put us in a cell, and they read us our rights and asked for a statement. After that, our fingerprints and pictures were taken.



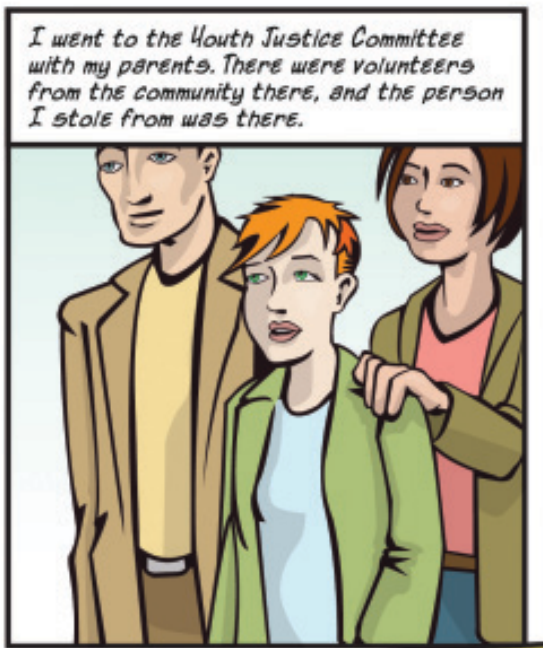
If you are arrested, you have the right:

- to remain silent
- to speak to a lawyer, parent or guardian
- to have your parents with you during questioning
- to have a lawyer if you go to court

Then they called my parents to come and pick me up.



My parents were so disappointed and upset they didn't know what to say to me.

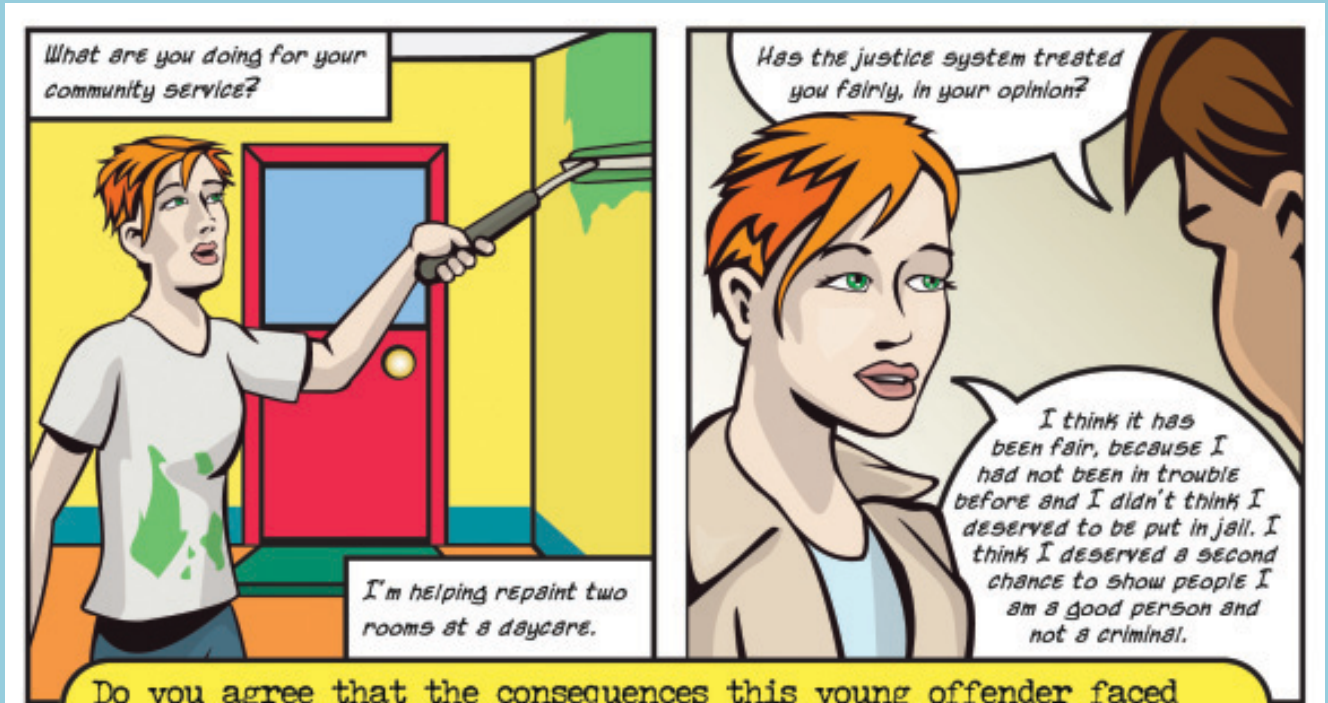



They all asked questions and I had to explain why I did what I did. They said what they thought I should do and we made a contract.




Why do you think it might be hard for an offender and a victim to face each other ?





Do you agree that the consequences this young offender faced were fair for her and for the person she wronged? Why or why not? What other consequences might she have faced? 



In your opinion, what factor had the biggest impact on this young offender's change of attitude? Why? What life lessons can you learn from her story? 

How are youth justice and adult justice different in Canada?

community service: help in the community performed as part of a sentence, such as assisting with a community clean-up or food bank

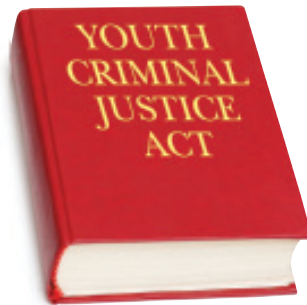
criminal record: a permanent record of breaking the law, which is public information. A criminal record can bar you from some jobs, volunteer positions and travel to other countries.

sentence: a consequence for a crime, such as imprisonment, determined by a court of law

- Canada has different legislation for young people who break the law and for adults who break the law.
- The Youth Criminal Justice Act (YCJA) was passed by parliament in 2003. Canada has had laws like the YCJA — that treat young offenders differently from adult offenders — since the 1890s.

Canada’s Justice System

YOUTH CRIMINAL JUSTICE ACT

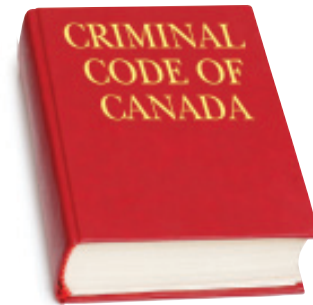


This law defines the consequences young people face for criminal offences.



young offenders

CRIMINAL CODE OF CANADA



This law defines the consequences adults face for criminal offences.



adult offenders



Why do you think a separate justice system is needed for young offenders?

- Deals with 12- to 17- year olds in trouble with the law.
- Allows some young offenders to face consequences such as counselling and **community service**.
- Prohibits adult **sentences** for youths 12 to 14 years of age. Allows adult sentences for young people 14 years of age and older who have committed serious crimes.
- Protects the privacy of young offenders. News media may not publish their names unless they receive an adult sentence.
- Allows most young offenders to avoid a **criminal record**.
- Deals with adults in trouble with the law.
- Makes going to court the usual consequence for breaking the law.
- Defines adult sentences, which can include long periods of imprisonment for some crimes.
- Allows the publication of offenders’ names.
- Creates a criminal record for most offenders.



Based on the information on this page, how would a criminal record affect your quality of life? How might it affect your identity?

connect to the big ideas

1. Reflect back to the story you read about the girl who broke the law on pages 61 to 63. Using an electronic drawing or autoshape tool, create a flow chart of what happened to her inside the justice system. Compare your flow chart with the flow chart on page 66. What path through the justice system for youth did the girl experience? What aspects of her experience would you say are most important in evaluating the fairness and equity of the justice system for youth?

Think about how you use your chart as evidence for your chapter task. *Check page 348 in the Skills Centre for tips on creating charts and diagrams.*



2. You can reflect on what you learn to better evaluate your own thinking. To help you throughout the chapter, use the questions below to check on your thinking.

Hmmm...

YES?

NO?

How will I defend my opinion?

How will I consider the points of view of others?

How will I question statements and seek more evidence?

How will I consider information that could make me change my mind?

How will I revise my position based on what I have learned?

What can I do to be a stronger thinker? I can...



What consequences do young people face when they break the law?

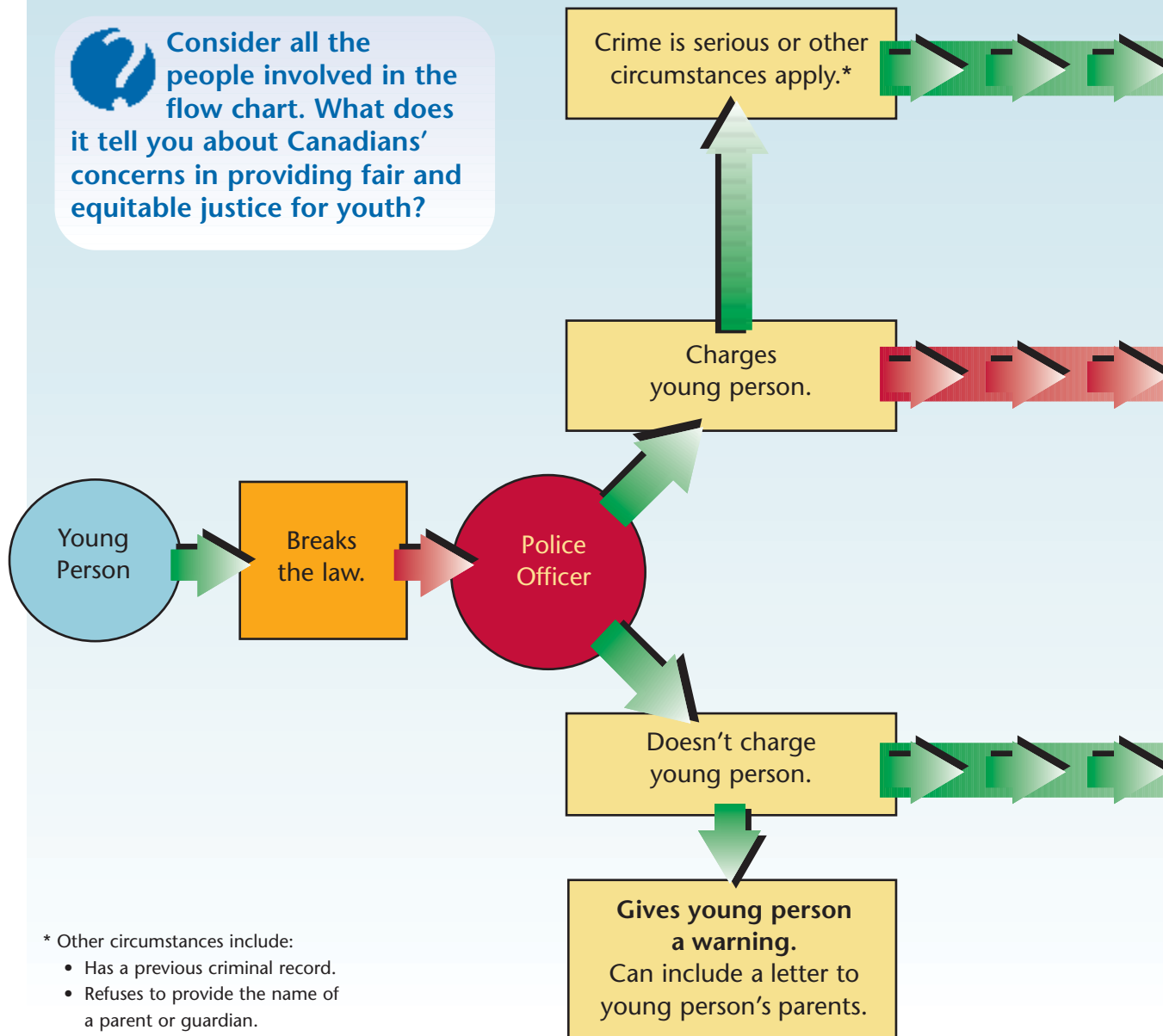
When a young person breaks the law, many agencies and officials in the justice system help decide what happens. The flow chart on this page shows the possible consequences.



If two young people of the same age commit the same crime, would you expect them to face the same consequences? Under the YCJA, they may or they may not. To what extent is this approach to justice equitable?



Consider all the people involved in the flow chart. What does it tell you about Canadians' concerns in providing fair and equitable justice for youth?



* Other circumstances include:

- Has a previous criminal record.
- Refuses to provide the name of a parent or guardian.

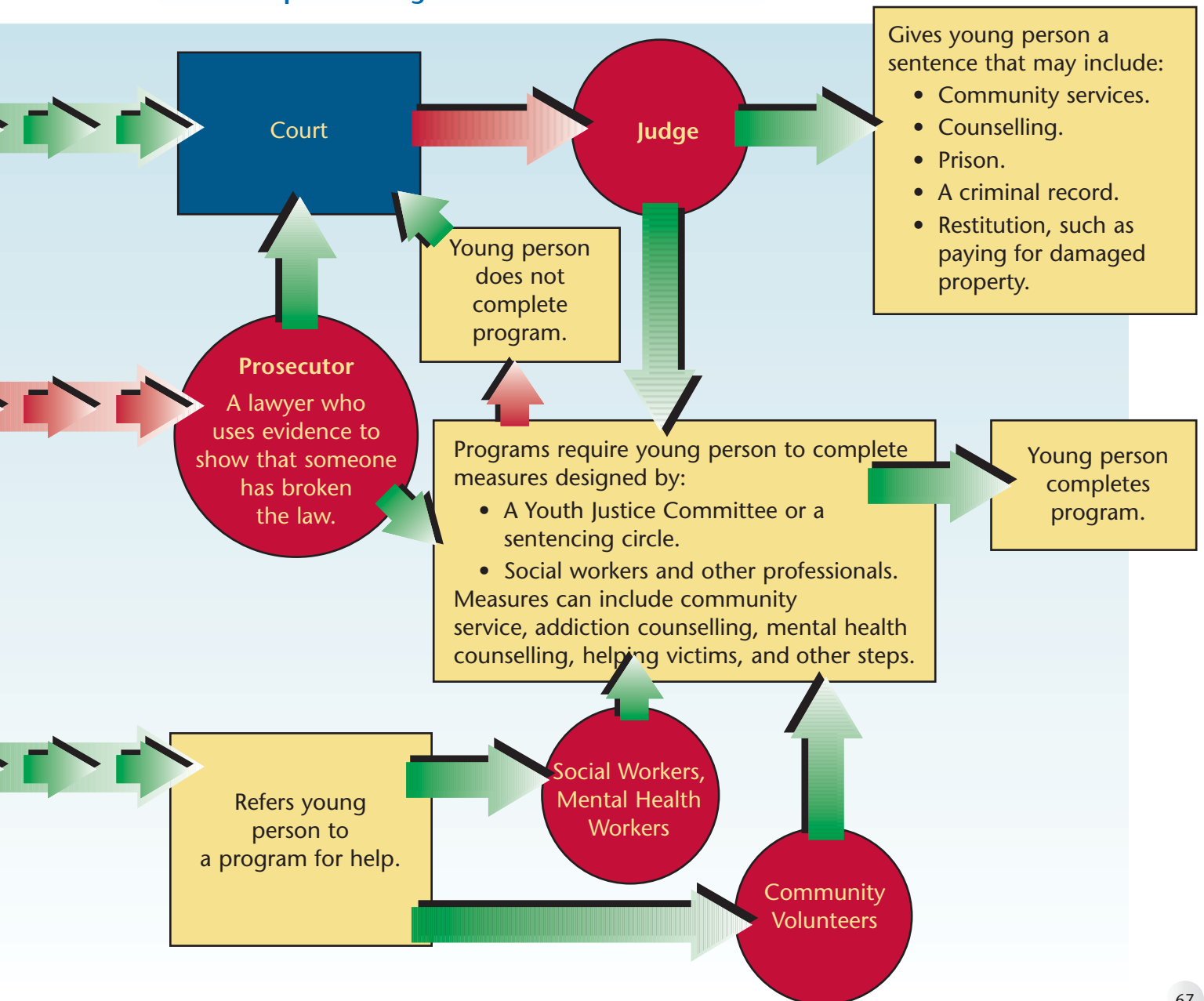
Before the YCJA, every young person who broke the law was charged and went to court. This often meant:

- Young offenders did not face consequences for a long time, because the courts are busy with many cases and offenders.
- The consequences did not always connect back to the people and communities the offence affected.



CRITICAL THINKING

CHALLENGE If you do something wrong, how important is it to receive consequences quickly? Why? How important is it to make up for wrong actions that affect others?



WHAT FACTORS DETERMINE THE CONSEQUENCES YOUNG OFFENDERS FACE?

The YCJA allows police, prosecutors, judges, and volunteers and professionals from the community to decide what happens to each young offender. They consider factors such as:

- The seriousness of the offence. For example, a violent offence is more serious than a non-violent offence.
- The history of the young person. Someone who's been in trouble before may face more serious consequences than a first-time offender.
- The attitude of the young person. A young person who takes responsibility for their actions will face less serious consequences than someone who does not.
- The circumstances of the young person. For example, a young person's actions may relate to substance abuse, or to a situation they face at home or in their community. They may need support from a social worker more than consequences from the justice system.



In your opinion, to what extent should the law apply equally to everyone, no matter what their circumstances? Why?

Police officers across Canada, including the RCMP, work to educate young people about the law. They often act as coaches and mentors. **Think critically: How might this work affect the fairness of the justice system, in your opinion?**



Inside the YCJA

An Interview with Anne McLellan

Q: Why does the YCJA establish a difference between young offenders and adult offenders?

Young people, up to a certain age, should not be treated as adults. They do not understand their actions in the same way we expect of adults. When you talk to young people, and study their reactions and responses to situations, they're different than adults. They are still in the process of forming their views. Also, a young person who has committed a crime has a better chance of changing their life than an adult criminal.

Q: What do you think every young person should know about the YCJA?

That it's serious stuff. If you harm somebody or destroy something, you will face consequences. The Youth Criminal Justice Act sets out those consequences. We can discuss whether the consequences are too soft or too harsh, but there are consequences.

Q: Should young people contribute their ideas to youth justice?

I think it's key. When we created the Youth Criminal Justice Act, we brought together a large group of young people from across the country, from different backgrounds. Some had broken the law and experienced the justice system. Some were leaders in their schools. We wanted to hear how they saw their responsibilities and how they thought society should treat young people. They had things to say about when schools should deal with situations and when courts needed to deal with them.

Young people can make a real contribution as volunteers in their schools, taking up the challenge of working with those who have broken rules or codes of conduct. It benefits the people who have broken the rules and it benefits the volunteers, too. It makes the issue of breaking rules a shared responsibility. That's how, as a society, we should be dealing with issues.



Do you agree that young people do not understand their actions in the same way as adults? Why or why not?



Anne McLellan was Canada's Minister of Justice in 2003 when the YCJA became law. She helped write the act and defended it during debates in the House of Commons. **Think critically: Why might it be useful to know what Anne McLellan has to say about the YCJA and youth justice?**



Anne McLellan makes some suggestions about how young people can get involved with youth justice. In your opinion, how might this make the justice system work better?

What are the objectives of the YCJA?

WHAT THE YCJA SAYS

The following principles apply in the Youth Criminal Justice Act:

(a) the youth criminal justice system is intended to

(i) prevent crime by addressing the circumstances underlying a young person’s offending behaviour,

(ii) **rehabilitate** young persons who commit offences and **reintegrate** them into society, and

(iii) ensure that a young person is subject to meaningful consequences for his or her offence in order to promote the long-term protection of society.

(b) the criminal justice system for young persons must be separate from that of adults and [recognize]... their reduced level of maturity.

WHAT IT MEANS



For example, a young person may need counselling for alcohol or drug abuse, or help coping with a family situation.

This means providing young offenders with the skills to make positive choices in future, and to help them find positive ways to participate in their community — for example, by joining a sports team or a community-action group.

For example, if a young person damages someone’s property, they should explain themselves to the person they wronged, and repair or replace the property.

Young offenders are not as responsible for their actions as adults and should not face the same consequences as adults.

rehabilitate: to instill positive behaviours and attitudes

reintegrate: to make part of again



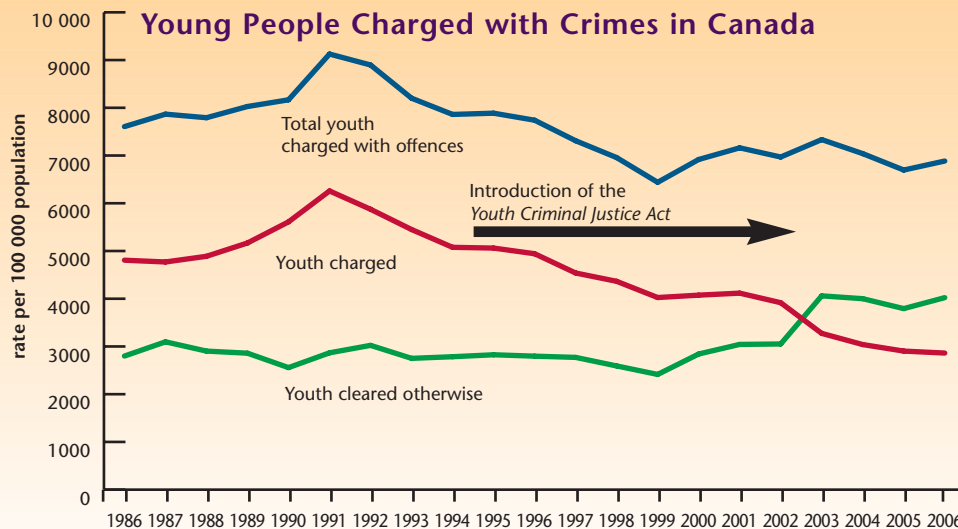
How does each objective of the YCJA strive to achieve justice for young people? For victims? For the community?

Police forces across Canada — whether they are local, provincial or federal — are responsible for upholding the YCJA. These police officers in Calgary work to stay informed about the circumstances of young people. **Think critically:** To what extent should individual circumstances affect justice?



HOW HAS THE YCJA AFFECTED THE NUMBER OF YOUTHS CHARGED WITH CRIMES?

Under the YCJA, fewer young people are charged with breaking the law because the police can give young offenders other consequences. Based on the graph, how effective is this strategy?



DID YOU KNOW?

Most young offenders get into trouble with the law only once. But, the younger a person is when they first break the law, the more likely they are to break the law again.

— Statistics Canada study, 2005.

connect to the big ideas

1. Think about the process for dealing with young offenders. Using a rating scale, to what extent do you think this process is fair and equitable? What do you think should be added to the process or changed?

Extremely Fair and Equitable

Not Fair and Equitable

Support your rating with evidence. You can use your conclusions as a step towards completing your chapter task.

2. Consider each objective of the YCJA. Who does each objective affect most: young offenders, victims, or everyone in society? Why? Use a chart like the one below to organize and reflect on your ideas. Make any changes or additions that you feel are needed.

Objective	Who It Affects Most	Reasons Why

Are the consequences for young offenders appropriate?

As these newspaper articles show, Canadians have different opinions about how the justice system should deal with young offenders. What is the main idea of each article? What does it say about the fairness and equity of the justice system?



Vic Toews, a former minister of justice with the Conservative government, suggested lowering the age when children could be charged under the Youth Criminal Justice Act from 12 years old to 10 years old. The suggestion came from the Conservative Party's policy to "crack down on crime."

Automatic adult jail terms eyed for youth?

CanWest News Service, February 5, 2007

The Conservative government plans to introduce a bill to treat young offenders more harshly. The planned changes to the Youth Criminal Justice Act aim "to hold young lawbreakers accountable to their victims and the community."

Genevieve Breton, a spokeswoman for Justice Minister Rob Nicholson commented, "We were elected on a promise to strengthen our criminal justice system, including the Youth Criminal Justice Act."

One change might make it automatic for youths aged 14 and over who are repeat or violent offenders to receive automatic adult sentences. Under the act now, judges decide this on a case-by-case basis.

Another proposed change could affect youths aged 16 and 17 who are charged with serious violent crimes. It would allow publication of their names and give them a permanent criminal record.

— Adapted from an article by Janice Tibbetts.



The first article on this page says harsher sentences would hold young offenders to account for their actions. To what extent do you agree with this statement?

colonialism: the process of establishing colonies, in which a region is claimed and governed by a country from another part of the world



CRITICAL THINKING CHALLENGE

How should respect for identity shape the youth justice system?

Justice System Discriminates Against Aboriginal People

October 16, 2006

OTTAWA — A report released today says that Aboriginal young offenders are jailed at earlier ages and for longer periods of time than non-Aboriginal young offenders. It charges Canada's prison system with routine discrimination, and with failing to respond to Aboriginal people in a culturally appropriate manner.

The report comes from Canada's Correctional Investigator, who monitors Canada's prisons on behalf of the people and government of Canada.

Some First Nations view Canada's justice system as unjust in principle, because they consider it part of a foreign form of governance imposed on them by **colonialism**.

— Based on research into events, views and perspectives.

Justice can be seen to be done

Drayton Valley Western Review, February 6, 2007

I cannot speak for what happens in courtrooms outside of Drayton Valley because I've never been to one. But I have spent time covering court in this town and the opinion that young offenders automatically get off easy is as bogus as a \$3 bill.

A big complaint is that the justice system does not take the needs of the victim into account. But in a recent case in Drayton Valley, an offender was ordered to pay \$25 000 to the victim. Again, I can only speak to what happens in Drayton Valley, but I'm here to tell you that victims' needs appear to be the first priority of the court.

There's no need to take my word for any of this. Courtrooms across the country are open so the public can go and watch the administration of justice. If you're concerned about crime in the community, I'd encourage you to go and see for yourself.

— Adapted from an article by Graham Long.



What makes youth justice fair, in Mr. Long's opinion?

Identify violent youth offenders

In a tragedy that defies understanding, a 13-year-old girl is convicted of three counts of murder.

The details of the crime were deeply disturbing to hear.

But there's one very basic, crucial fact that the public cannot know and that's the name of the killer. Under the Youth Criminal Justice Act, the girl's name cannot be published.

The act aims to protect young people from the full glare of publicity that would hurt their chances of returning to the community. That approach is especially appropriate where the crime is a single case of shoplifting or vandalism.

But the public is not well served when it cannot know the name of the convicted teen in cases of the worst violence. In those cases, the community has a lot at stake, including public safety.

Canada's lawmakers should review the act. Protecting the identity of a convicted murderer does not serve the community or the cause of justice.

— An abbreviated version of an editorial in the *Edmonton Journal*, July 11, 2007



In your opinion, which is more important: the privacy of young offenders or public safety? Why?



How do crimes affect the quality of life and identity of victims? To what extent are these important factors in determining consequences for young offenders?



SPOT AND RESPOND

TO THE ISSUE

What are the issues in the articles on page 72 and 73? What opportunities and challenges does the justice system create for building a society where people with different views, perspectives and identities belong? Refer to the steps in **Spot and Respond to the Issue** on pages 12 and 13.

HOW TO READ A POLITICAL CARTOON

Political cartoons convey an opinion about a topic. They are a type of persuasive communication. Most political cartoons use humour for serious purposes: to make points about public figures, government decisions, or news events.

Here are some steps for reading political cartoons.

What symbols does the cartoon use?

Cartoons use symbols, such as carefully chosen objects and people, to stand for ideas. In this cartoon, there is a jail for young offenders and a young person. The youth justice system sometimes puts young people in jail when they break the law — so maybe the jail stands for the youth justice system. The young person has been in the jail, so maybe he stands for young offenders.

What situation does the cartoon show?

Cartoons set up situations and exaggerate aspects of events to make points about issues. The footprints indicate that someone has put the young person in the jail, and that the young person has easily walked out again. The bars in the jail are too widely spaced to stop him. What does the young person's expression communicate about his attitude?

What's the message?

The message of a cartoon is the main idea or point the artist is communicating about an issue. Try describing the situation in the cartoon in one sentence. For example, you could say, "The jail hasn't stopped the young person." Then say the sentence again, but this time use words to describe the symbols: "The youth justice system doesn't stop young offenders."



What do you think of the message of this cartoon?



With computer-generated or hand-drawn graphics, create your own political cartoon on an issue related to youth justice. *Refer to the Skills Centre on page 373 for tips on creating political cartoons.* Share your cartoon with a partner. How do your issues and presentations compare? Submit your cartoon to the school or local newsletter.



connect to the big ideas

1. E-mail or write a letter to the Minister of Justice about your position on the YCJA. Consider this question: Should the YCJA be changed to be more fair and equitable for young people? Use a chart like the one below to help you organize your ideas.



My Conclusion:

I think...

BECAUSE...

2. As a challenge, role-play a scenario where a young person has broken the law and entered the justice system. Think about the consequence that he or she should receive. Consider these scenarios in your role-play:
 - 14-year-olds charged with bullying another student.
 - A 17-year-old and a thirteen-year-old charged with assault.
 - 15-year-olds charged with vandalism.
3. As a challenge, scan both online and print news sources for articles about young people charged with crimes. Summarize the information from each source, and look for similarities and differences. Do any of these articles change your opinion about youth justice? Why or why not? How could you use the articles as evidence for your chapter task?



Determining Validity and Authority of Information

In this chapter so far, you have learned about the YCJA, and considered views and perspectives on issues related to youth justice. **What additional information have you found on the Internet, and from books, newspapers and other sources? How will you determine what information to use for your chapter task?**

You need to sort out sources with authority to speak about the topic of youth justice. You need to identify information that is valid and accurate.

I like to be aware of types of information. I check to see if it's a primary or secondary source, and I look at what purpose it serves. I think about whether it's accurate, and how I could confirm what it says. Information supports your views and ideas, so it's important to know what information you can rely on.



HOW DO YOU DETERMINE THE VALIDITY OF INFORMATION?

Basically, when I assess if a source of information is valid, I consider whether it is weak, strong or biased. I look for how much fact it contains, and how much emotional language. I think about how it might change my position on an issue.



What you know about the views and perspectives of others affects who you are towards others — who you are as a citizen. So, I check the people and information the source quotes, and whether the people are speaking about their own identity. I check to see if the source includes people of different identities.



Try this!

To help you gather more research for your chapter task, try these activities to evaluate views, perspectives and information on the question: Should the justice system be harder on youths who commit crimes?

Use the checklist below to help you determine the authority and validity of the information you find.

Determining Validity and Authority of Information

Checklist	Interview a family or community member for their opinions on whether the justice system should be harder on youths who commit crimes.	Scan local and national newspapers and magazines for information related to youth justice issues.	Conduct a search of websites dealing with the YCJA and youth crime.
Does the speaker have experience or qualifications to speak about the topic?			
Does the information come from a reputable source?			
Does the source/ information state facts, opinions or bias?			
Does the source/ information represent balanced points of view and perspectives?			
Does the source/ information meet your research needs?			

Think critically: Why are interviews an effective way to gather information?



What role do Canadian citizens and organizations play in the fairness and equity of Canada's justice system for youth?

WHAT'S IN THIS SECTION

In this section, you will read about how citizens participate in the justice system to help make it fair and equitable. You will find:

- A true story of one citizen who was chosen for jury duty.
- A description of two groups that work with people in trouble with the law.
- An interview with Elders about their perspectives on justice.

These students in Ontario visited a courtroom as part of a program with their school district to learn about the justice system. **Think critically:** How important is it to know the responsibilities of citizens in the justice system, in your opinion?

What are you looking for?

As you read the section, look for:

- The roles and responsibilities of citizens in the justice system, including the roles of jurors, advocates and Elders.
- Opinions about problems with the justice system and suggestions for how to reduce crime.



What responsibilities do jurors have?

What's a jury?

- Under the YCJA, a person 14 years of age or older may choose to be tried by a judge and jury for certain serious offences, such as assault or murder.
- For these offences, juries always have twelve people and all twelve must agree on the verdict. Their decision must be unanimous.
- Anyone 18 years of age and older who is a Canadian citizen is eligible for jury duty, with some exceptions. For example, people convicted of some crimes are not eligible.
- Serving on juries is considered a duty of Canadian citizens.
- If you are summoned to jury duty, it's your responsibility to appear at the courthouse on time. You must make whatever arrangements are necessary for transportation, time off work or classes, and rebooking appointments.
- Employers have to give you time off for jury duty, but don't have to pay you.
- People are excused from jury duty only if they can demonstrate that it would cause them undue hardship.



CRITICAL THINKING CHALLENGE

What advantages and disadvantages might a jury have for an accused person?



To what extent are the rules for jury duty fair and equitable, in your opinion? What factors do you need to consider?

DID YOU KNOW?

Here are some terms jurors need to know.

Defence

The defence includes the evidence that supports the innocence of a person accused of a crime. In a courtroom, the lawyer who represents an accused person presents the defence. The defence can include witnesses, and physical evidence such as DNA samples and objects.

Prosecution

The prosecution includes the evidence that supports the guilt of an accused person.

Sequester

To sequester means to remove from contact. Juries are sequestered to ensure they consider only the evidence presented in the courtroom.

Jurors swear an oath to use only the evidence and the law to reach a verdict. **Think critically:** What does this oath indicate about the impact of jurors on the fairness and equity of the youth justice system?





On Jury Duty

This is the true story of one Albertan who was called to serve on a jury in 2005...

One day, I got a letter telling me, "You have to appear at the law courts for jury duty. If you don't show up, you'll face a fine or jail time."

I showed up.

I found myself sitting in a room with about 200 other people. Two lawyers were also there: one for the defence and one for the prosecution.

First, they showed us the accused person, who was there in person, to make sure none of us knew him. Then they began drawing names from a little barrel. Mine was the second name called. When I stood, the lawyers asked me what I did for a living — that was all. First one lawyer, then the other, got to say if they wanted me as a juror. If either had said no, I could have left, but they both said yes. I sat down again and waited. They went through about three dozen people before they had a jury of twelve.

The trial began on a Wednesday morning. We all stood as the judge entered the courtroom and then we each swore an oath to do our duty.

The judge spoke to us for at least fifteen minutes. I remember her saying, "There's no such thing as 'not really guilty,' or 'kind of guilty.' It's either 'guilty' or 'not guilty.'" She told us to remain open-minded when we listened to the evidence. We were not to make judgements until the very end.

We listened to evidence, taking notes constantly, all that day.

Jurors remain anonymous during and after trials, which is why the juror in this story has no name or photograph. **Think critically:** In what way does the anonymity of jurors help or hinder justice?



On Thursday morning, we began deliberating. From that point on, no one was allowed to speak to us — not even the jury guard.

NOT GUILTY	GUILTY
6	6

We began by taking a vote. Six of us thought the accused person was guilty, and six thought he was not. I thought, “Uh oh, we’re going to be here for a while.”

We talked over the evidence and drew up a timeline to keep some of the facts straight. Two or three hours later, we took another vote. This time, three said guilty and nine said not guilty.

NOT GUILTY	GUILTY
9	3

We had lunch brought in. I think the jury guard was surprised that it was taking us so long. Eventually we had dinner. About 9:00 p.m., we started thinking, “We’re not going to come to a decision tonight.” So we were sequestered. That meant that our jury guard, on behalf of the justice system, had to find a motel.

We were each allowed one phone call before we left for the motel. I wasn’t allowed to speak directly to my husband, Bruce. I had to talk to him through the jury guard. So I said to the guard, “Can you tell Bruce that I’m not coaching soccer tonight? Oh, and can you tell him I love him?” So the guard tells my husband, “Uh, Bruce? I love you.”

They put us on an unmarked bus and drove us to the motel. We each headed off to our own rooms. We couldn’t read the newspaper, our TVs were unplugged, we had no computers — we had no access to the outside world.

Friday morning, back in the jury room, eleven of us were thinking that the defendant was not guilty. But there was one woman who was adamant that he was guilty. And by the end of Friday, we realized we could not agree. This meant the accused person would need a new trial. I felt like a failure, but the judge was kind and thanked us for our efforts.

As a juror, you feel a huge responsibility. Someone may go to jail — or not — because of what you decide.




NOT GUILTY	GUILTY
11	1

connect to the big ideas

1. You have just read about the experience of a person who served as a juror. What evidence can you find that the procedures surrounding juries attempt to treat accused people fairly? What part of the procedures do you think is most important in helping achieve justice for the accused? Why?
2. Based on the story, to what extent can jurors influence how hard the justice system is on someone? Use your conclusion, with supporting evidence, in the presentation for your chapter task about justice for youth.

DID YOU KNOW?

Have you ever heard the saying, “ignorance of the law is no excuse”? It means that citizens have a duty to know the law. If you do something illegal, but do not know it’s illegal, you can still be charged and convicted of an offence.

 **More than 2500 people volunteer with the John Howard Society across Canada. How do you think volunteering with an advocacy group might help you influence the fairness and equity of the youth justice system?**



Brad Odsen was executive director of the John Howard Society in Alberta at the time of this interview in 2007.

What do justice advocacy groups do?

What are advocacy groups?

- Canada has two major citizen-led organizations involved in the justice system: the John Howard Society and the Elizabeth Fry Society.
- These organizations work independently of government. They try to solve the underlying reasons for crime.
- They provide public education about laws and the justice system, including the Youth Criminal Justice Act.
- They work with youths and adults who have broken the law to help them return to their communities. For example, they may help them find jobs and places to live. Sometimes they arrange meetings between victims and offenders to help everyone move forward.
- They stand up for the rights of youths and adults accused of crimes.
- They call for measures to improve the fairness of the justice system for people accused of crimes and those harmed by crime.
- The Elizabeth Fry Society focuses on justice issues for women and girls. The John Howard Society works with men, women, boys and girls in trouble with the law.

What is the role of the John Howard Society?

We are like a conscience for the justice system.

There has been a tendency over the last twenty to thirty years for the justice system to respond to crime by passing more laws, harsher laws and harsher penalties. The John Howard Society says, “Let’s look at the evidence. What do we want to accomplish? How do we make our communities safer?”

The federal government really hasn’t helped with things that prevent young people from getting involved in crime: things like adequate housing, jobs, literacy, food in your belly, things like that. These are pretty fundamental things, and they’re missing from the lives of many people who end up on the wrong side of the law.

For every dollar spent on programs to prevent crime — like community development and recreation for young people — society would save \$7 to \$20 on the justice system that deals with crime.

Prevention makes good sense economically, it makes good sense socially, and it’s the right thing to do. But it’s not the politically popular thing to do. Politicians want something quick and easy. They want to win the next election.

What is the role of the Elizabeth Fry Society?

Our philosophy at Elizabeth Fry is that the justice system needs to look at each case individually. Every person who breaks the law is an individual and her situation is individual. Every person deserves to be treated in a non-judgmental way, and needs a safe environment to heal and grow.

People can make bad choices and end up in custody. But at some point, they are going to re-enter society, and society needs to help them become better citizens in the future.

How can that person learn and change so they don't go through another cycle of crime? Do they need to go back to school? Do they need help in another area? It might be a situation where we can help someone get a better job — a person may have dropped out of school because she had six brothers and sisters, and had to work at the local grocery store to help support her family.

Justice is not about putting people in a jail where they just work on their own anger. That isn't going to solve anything or reduce crime.



Jacqueline Biollo was executive director of the Elizabeth Fry Society in Edmonton at the time of this interview in 2007.



To what extent do Brad Odsen and Jacqueline Biollo agree on what goals the justice system should have?

connect to the big ideas

1. Research one of the advocacy groups in this section to find out more about how they work to prevent crime and reintegrate offenders into society. How is their work related to citizenship — to building a society where all Canadians belong?
2. Consider your opinion so far on whether the youth justice system should be harder on young offenders. Based on your opinion, would you consider volunteering with a group such as the John Howard Society or the Elizabeth Fry Society? Explain your answer by comparing your opinion with the goals and work of these two groups.



How do Elders contribute to the fairness and equity of youth justice?

What role do Elders have in the justice system?

Under the YCJA, young people can face consequences from Youth Justice Committees. These committees exist in communities where volunteers agree to work with young offenders.

Youth Justice Committees reflect the idea of sentencing circles. Sentencing circles come from the traditions of some Aboriginal peoples, whose systems of justice can also include consequences such as banishment. The committees act on the idea that breaking a law harms everyone in a community, and that the community must become involved in solutions. Any community can have a Youth Justice Committee.

As respected members of their communities, Elders play an important role in this approach to justice.



Elder Rita Auger of the Bigstone Cree Nation works with the Youth Justice Committee for Wabasca and Desmarais in Alberta. Traditionally, Elders are respected for their experience and knowledge, and for acting in the best interests of their entire communities.

When the committee meets, we begin with a smudging ceremony to get things started in the right direction. The ceremony represents truth, peace and understanding.

Traditional knowledge, language and culture are very important, especially for a young person who needs guidance and direction. We strive to show that person compassion. We strive for truth and honesty. We strive to make that person welcome and understand that they belong to our community.

This is the key to our approach: our culture and most importantly our language. They are our own. They are part of our belonging and identity, and they are part of the person who seeks our guidance.

Culture is something that comes whole, not in parts. We look at the four great directions: the physical, spiritual, emotional and mental aspects of a person's development. We all of us need balance among these directions, and this at times is not easy. If you have negative influences in your life, it is tough to regain balance.

Culture is the root of our identity. We have to remain distinct in this country we all call Canada. The best way is to practise our traditions, values and of course our language.

It is of utmost importance to remember that traditional cultural ways and values are dynamic. They can be re-expressed in new forms. Aboriginal Elders know this better than anyone, as more of our people seek their advice and counsel, healing and inspiration, interpretation of the present and direction for the future.

An Elder represents a person molded by traditional culture — who that person can become. Elders' quality of mind and emotion, their profound and refined morality, and their high level of spirituality deserve careful attention. They deserve to be understood and followed. When you approach an Elder, it must be done with complete humility and utter respect. There can be no rush: patience is a virtue.



Darrell Anderson Gerrits, an author of this textbook, interviewed Elder Rita Auger and translated what she said from Cree into English. He is a member of Bigstone Cree Nation in Alberta.



These Siksika drummers are performing at a powwow in Alberta. The drummers sit in a circle, a shape that represents an important idea in the worldview of many Aboriginal peoples. **Think critically:** In what way is a Youth Justice Committee a "circle"?

connect to the big ideas

1. What aspects of your identity would you want the justice system to take into account? With a small group, discuss what individual and collective identity means to you. Create a paragraph or a visual about factors that affect your personal identity, and why they should matter in the justice system.
2. Invite an Elder to speak to you about their traditional system of justice. Your teacher can help with protocols around contacting and consulting Aboriginal Elders. Work out a list of questions to ask the Elder in advance. What do you want to know about their perspective on justice, fairness and equity? How could this help you with your chapter task?



Wrap Up Your Task

For your chapter task, you need to create a multimedia presentation that illustrates your research and position on this question:

Should the justice system be harder on youths who commit crimes?

Summarize Your Ideas

Complete and summarize the research organizer you began on page 59. Share your conclusions with a partner.

Has your position changed? Did theirs? Why or why not?

Before Research

My Position

I believe that...
society should be harder on young people who commit crimes.

Reasons

I think this because...
it's the best way to stop crime and make everyone safer.

After Research

This is what I found out...

- Young offenders face such as...
This is how I validated my sources...
- I checked for bias by...

My Position on the Issue Now

I believe that...
When I've finished summarizing my notes, I'll think about what I believe now and list my reasons.

What Happened After Research

My opinion has:

- changed
- stayed the same

because...
I'll compare my opinion now with my opinion at the start of the chapter. I'll list the evidence that changed or reinforced my opinion.

Create Your Presentation

Your multimedia presentation should include evidence to support your position, and a statement indicating whether your position has changed. You could create:

- A slide presentation with support graphics.
- A website with links to your sources, and to photos, sound or video clips.
- A video or DVD presentation, where you orally present your research and position.

Decide what format will communicate your ideas most persuasively.

TIPS FOR CREATING SUCCESSFUL MULTIMEDIA PRESENTATIONS

- ✓ Be original! Try new ideas and think of creative ways to present the information.
- ✓ Use a variety of fonts, colour, graphics and other tools to enhance the presentation.
- ✓ Speak clearly and make eye contact with your audience.
- ✓ Rehearse, rehearse, and rehearse!

Chapter 2 Review

WHAT DID CHAPTER 2 EXPLORE?

- How do Canada's justice system and the Youth Criminal Justice Act attempt to treat young offenders fairly and equitably?
- What role do Canadian citizens and organizations play in the fairness and equity of Canada's justice system for youth?

Revisit the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

To what extent is the justice system fair and equitable for youth?

Work through the directions for "Demonstrating Your Learning" on page 55 to present your position.

Share What You Know

Plan and create a presentation that educates your classmates about aspects of the youth justice system. Think of a format that would best communicate your ideas. You could include a skit or tableau, music or sound effects, or a poster with graphics, pictures, and written descriptions.

Link with Technology

Create a list of online sources and images that relate to Canada's youth justice system. Evaluate the validity of each source. Compare your list with your classmates' lists. *Go to the Skills Centre on page 361 for tips on online research.*

skills
centre

Take Action

Share your opinions, supported with reasons, about youth justice with others. Write a letter to the editor of your local newspaper outlining your views on the fairness and equity of the youth justice system. Look for examples of articles in the media related to young offenders to support your position.

Reflect Before You Forget

Reflect on what you learned in this chapter. Complete these thoughts:

- I used to think... but now I think...
- The most important thing I learned in this chapter about the youth justice system is...
- One thing I'd like to know more about how Canada's justice system works is...

CHAPTER 3

How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?

"I have my rights! This is a free country!"

Have you ever heard anyone say something like that?

When people talk about rights and freedoms, they're really talking about governance: the rules that describe what government can do with its power. They're saying that government power can only go so far — up to the point where it limits the choices you or any individual can make. If government power goes beyond that point, there has to be a reason, based on the values we hold as a society.

In Canada, the rights and freedoms of individuals are stated in the Charter of Rights and Freedoms. This chapter explores what the Charter says about individual rights, and how the Charter affects government decisions and the quality of our lives.

This chapter explores rights that every Canadian citizen and permanent resident has. The next chapter explores collective rights, which particular groups in society have.

FOCUS QUESTIONS

- How does the Charter protect individual rights and freedoms?
- How does the Charter affect law making in Canada?
- How does the Charter affect the workplace?

Students with Insight Theatre in Ottawa put on a performance in 2006. They are exercising some of their rights under the Charter of Rights and Freedoms. **Think critically:** What would your life be like if you couldn't join other people in projects, events and activities of your choosing?



Based on the photographs below, how do rights and freedoms affect citizenship, identity and quality of life?



These posters are advertising plays at Edmonton's Fringe Festival in August 2007. People have the right to put up posters, but not just anywhere. Many cities in Canada only allow posters in specific spots as a way to control garbage. **Think critically:** In what way might these laws affect your quality of life? When is it okay for laws to restrict people's choices?



Yousra Hasnain, 13, receives her citizenship document after becoming a Canadian citizen in 2002. **Think critically:** What rights and freedoms do you expect to have, as a citizen of Canada? To what extent do individual rights build a society that includes you and others?



Jack Layton, leader of the New Democratic Party, greets supporters at an election rally in 2006. Canadians have the right to organize and join political parties, and to elect their government. **Think critically:** What responsibilities come with these rights? What's the connection between the right to representation in government and your identity?





Organize an informal debate about individual rights and freedoms in Canada.

Your Role

A leading educational broadcaster is producing a documentary for students focusing on the Canadian Charter of Rights and Freedoms and its impact on Canadians. It wants to film students in your school expressing their views and ideas on issues affecting individual rights and freedoms in Canada today. You have been asked to help the broadcaster by organizing an informal debate that answers the question:

What do you believe is the most important Charter issue affecting individual rights and freedoms in Canada today?

Your Presentation

Your debate should showcase:

- An understanding of how the Charter fosters recognition of individual rights in Canada.
- Examples of Charter cases, the issues and the multiple perspectives involved.
- The decision-making process used by individuals who have challenged a law or government action by exercising their individual rights and freedoms under the Charter.

Sharing views and perspectives in a debate is one way to address issues that affect quality of life and become more informed as a citizen. Debates are a way to explore different views and perspectives, and make everyone count!



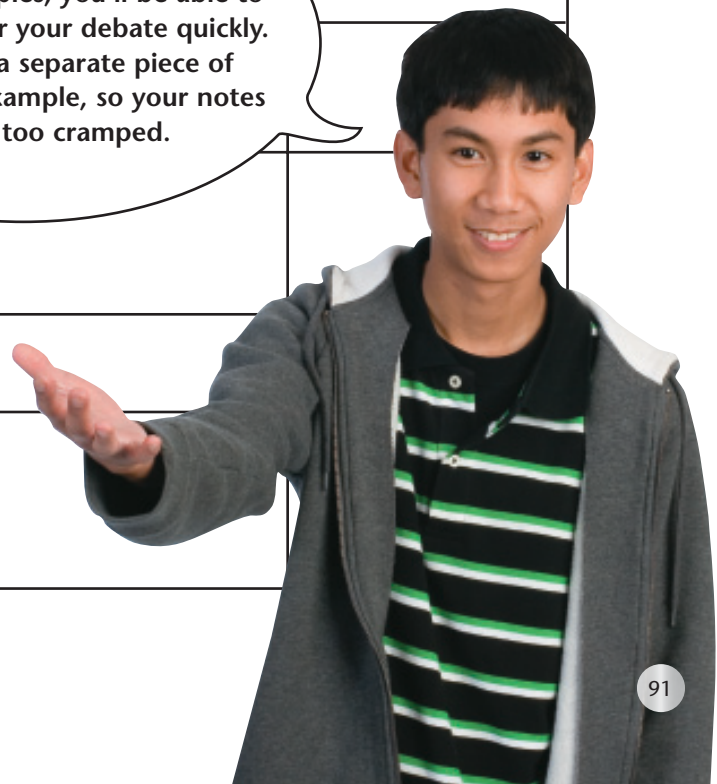
Let's get started!

In this chapter, you will encounter examples of how the Charter of Rights and Freedoms protects individual rights and freedoms, and how it affects legislation. As you work through the chapter, watch for views and perspectives on individual rights and the Charter. Think about issues concerning individual rights and the Charter that strike you as most important. How can you find more information about these issues? How do you decide what action to take?

Use the questions below to help find out more about the issues and examples you encounter in this chapter. Refer to the description of the Charter on pages 97 and 98 to help you determine the rights and freedoms involved in the issues. Later, you can use the information you collect as facts and evidence to support your ideas in your debate.



What is the issue or problem?	Issue/Example	Issue/Example	Issue/Example
What individual rights and freedoms are involved?			
What views and perspectives are involved?	<p>Save yourself some time! If you stay organized while you collect examples, you'll be able to prepare points for your debate quickly. You could use a separate piece of paper for each example, so your notes don't get too cramped.</p>		
Why is the issue important? For whom?			
How does it affect quality of life and citizenship for all Canadians?			
Where can you get more information?			
What action was taken on the issue? What action should be taken?			



How does the Charter protect individual rights and freedoms?

WHAT'S IN THIS SECTION

In this section you will read about the Charter of Rights and Freedoms and how it protects the rights of individuals. You will find:

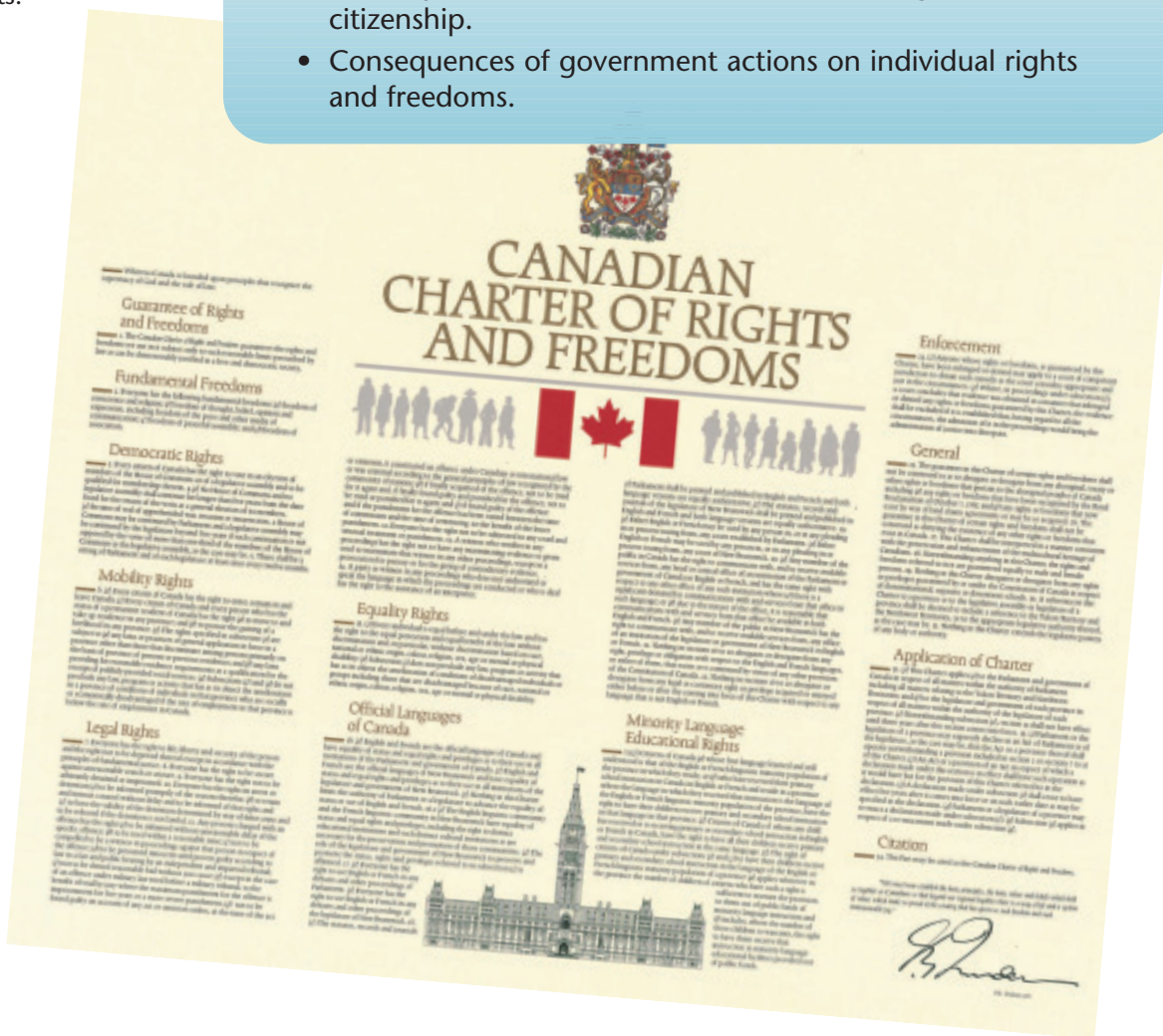
- A true story about a locker search conducted in a Canadian school that affected the individual rights of one student.
- A description of the Charter as an important piece of legislation that is enshrined in Canada's constitution.
- A look at events that affected individual rights in Canada's past.

What are you looking for?

As you read the section, look for:

- The individual rights and freedoms listed in the Charter.
- The responsibilities that are linked with the rights of citizenship.
- Consequences of government actions on individual rights and freedoms.

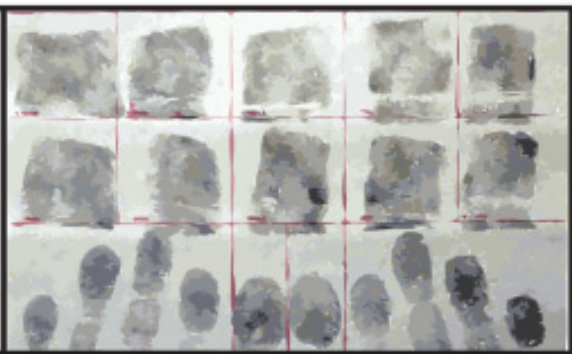
Canada's Charter of Rights and Freedoms dates from 1982. The Charter includes individual rights and rights for groups in society, called collective rights. This chapter explores individual rights. Chapter 4 will explore collective rights.







The student was charged. In court, he challenged the charge because of his rights under Canada's Charter of Rights and Freedoms




The Charter of Rights and Freedoms

Clause 8: Everyone has the right to be secure from unreasonable search or seizure.





To what extent should individual rights and freedoms be protected in society? Which speaker do you agree with most? Why? 

What is the Charter of Rights and Freedoms?

constitution: a special set of laws that establish a framework of governance



How does the Charter connect to what you learned about the judicial branch in Chapter 1?

- The Charter of Rights and Freedoms is part of Canada's **constitution**. The constitution sets out the framework for how Canada is to be governed.
- The constitution is the highest law of Canada. All other laws must be consistent with it.
- Before the Charter, Canada's provincial and federal government had — and still have — a variety of laws about individual rights. The Charter created constitutional protections for individual rights and freedoms, which apply to laws and governments across Canada.
- With the Charter, Canadians can challenge in court laws that restrict their rights. The judicial branch makes decisions about these challenges by interpreting how to apply the Charter. It strikes down laws that restrict rights in an unjustified way.
- The Charter says that Canada's government is justified in restricting rights, if the restrictions are necessary to maintain Canada as a free and democratic society. Why might Canadians have different views about what restrictions are justified?

In a free and democratic society, it is important that citizens know exactly what their rights and freedoms are, and where to turn for help and advice in the event that those freedoms are denied or rights infringed upon. In a country like Canada — vast and diverse, with eleven governments, two official languages and a variety of ethnic origins — the only way to provide equal protection to everyone is to enshrine those basic rights and freedoms in the constitution. We have a Canadian Charter of Rights and Freedoms that recognizes certain rights for all of us, wherever we may live in Canada.

— Jean Chrétien, "The Charter of Rights and Freedoms: A Guide for Canadians," Ottawa 1982.

Jean Chrétien served as prime minister of Canada from 1993 to 2003. He was Minister of Justice in 1982, when the Charter of Rights and Freedoms became part of Canada's constitution.



According to Jean Chrétien, why is it important to enshrine the Charter in the constitution? Do you agree or disagree with his statement?



YOUR INDIVIDUAL RIGHTS UNDER THE CHARTER

The Charter sets out rights and freedoms that Canadians believe are necessary in a free and democratic society. These rights and freedoms limit what government can do. For example, because of Canadians' democratic rights, the government cannot ban elections and become a dictatorship.

The following list describes your individual rights and freedoms under the Charter.

Fundamental Freedoms

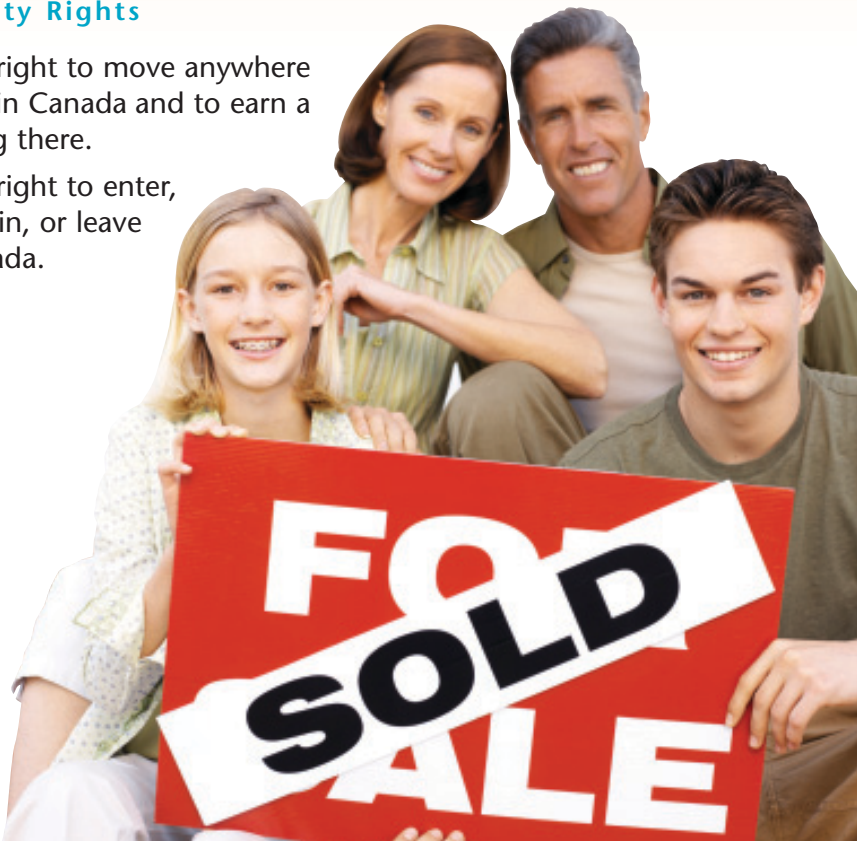
- The freedom to express your opinions.
- The freedom to choose your own religion.
- The freedom to organize peaceful meetings and demonstrations.
- The freedom to associate with any person or group.

Democratic Rights

- The right to vote for members of the House of Commons and of provincial legislatures.
- The right to vote for a new government at least every five years.

Mobility Rights

- The right to move anywhere within Canada and to earn a living there.
- The right to enter, stay in, or leave Canada.



DID YOU KNOW?

With two exceptions, the Charter of Rights and Freedoms gives every person in Canada the same rights, whether or not they are citizens. The exceptions are the right to vote and the right to leave and enter Canada freely. Only Canadian citizens have these rights.



What does a free and democratic society mean to you?

Legal Rights

- The right to be free of imprisonment, search and seizure without reasons backed by law and evidence.
- The right to a fair and quick public trial by an impartial court that assumes that you are innocent until proven guilty.



Equality Rights

- The right to be free of discrimination because of race, national or ethnic origin, religion, gender, age, or mental or physical disability.



What's the relationship between a free and democratic society and respect for individual rights?



Students in Canada, like the students in this photo, have a right to be treated without discrimination at school.

connect to the big ideas

1. Citizenship is about building a place for yourself and others in society. To what extent does the Charter support this goal? Using technology, create a research plan for this question that includes a schedule for managing your time.
2. Examine the rights and freedoms of individuals listed in the Charter. What responsibilities do you believe individuals have because of these rights? Complete a T-chart like the one below.

Rights and Freedoms	Responsibilities
Democratic rights	The responsibility to respect the results of elections. The responsibility to vote.

To what extent do Canadians take up these responsibilities, in your opinion? Consider using your conclusions, supported with evidence and reasons, in the informal debate for your chapter task.

Diversity and Students for Change

Emily is a Grade 9 student in Calgary. She belongs to a group at her school called Diversity and Students for Change. The group promotes awareness and respect for the diversity of peoples in Canada and at Emily's school. It has sponsored lunchtime movie festivals about different cultures, and made presentations about bullying and discrimination.



I was flipping through the channels on TV and I noticed that a lot of programs had racist or sexist comments. A lot of music does too. It made me think about what I could do to counter that. I figure it's easier to change people's minds now than as adults.

Respect is what builds everything in our world. If you don't have respect, then you don't have cooperation. Without respect, you have no friends, no happiness. If we want to be happy in today's world, we have to share. We have to be helpful to others.

Once a year, we do a Diversity Day. Part of it is performances that embrace the different cultures we have at our school. And we have workshops and guest speakers that the students get to choose from. It's really cool.



Emily is part of a student group focused on building respect for others. **Think critically:** What contribution does her work make to Canadian society? What contribution could you make at your school?



What are the goals of Diversity and Students for Change?



What sections of the Charter connect with these goals?



How did the Indian Act restrict the rights and freedoms of First Nations people?

What does the Charter reflect about today's society compared to the past?

This section describes some events from Canada's history. As you read about them, consider the consequences that government actions had for the rights of individuals. Compare your observations with how the Charter reflects attitudes towards individual rights today.

First Nations and the Indian Act

In 1876, parliament passed the Indian Act. The Indian Act affected First Nations who had concluded Treaties with Canada's government. It was passed without consulting First Nations, at a time when people of European descent generally viewed European ways as superior to the ways of other cultures. At points in its history, the Indian Act:

- Required First Nations people to obtain government permission to wear traditional clothing.
- Banned traditional ceremonies, such as the Sundance of the Siksika.
- Prevented First Nations from taking political action.

Read more about the Indian Act on page 137.

This photo dates from the 1930s and shows the Plume family, members of the Tsuu T'ina First Nation, in Calgary.



Canadian Women and the Right to Vote

For more than fifty years, until 1918, the Canada Elections Act barred women from voting and from running as candidates in federal elections.

Canadian women began to campaign for the right to vote in 1876. Emily Howard Stowe, Canada's first female doctor, founded a club to promote women's suffrage — women's right to vote. The idea was so radical for its time that she gave the group a "cover" name: the Toronto Women's Literary Club.

Over the next four decades, the fight for women's suffrage gradually gained momentum worldwide. England's famous "suffragettes" held large, angry rallies for the cause, and were often imprisoned for their views.



CRITICAL THINKING CHALLENGE

What attitudes does the Charter reflect towards women today?



To what extent is voting a responsibility as well as a right, in your opinion?

DID YOU KNOW?

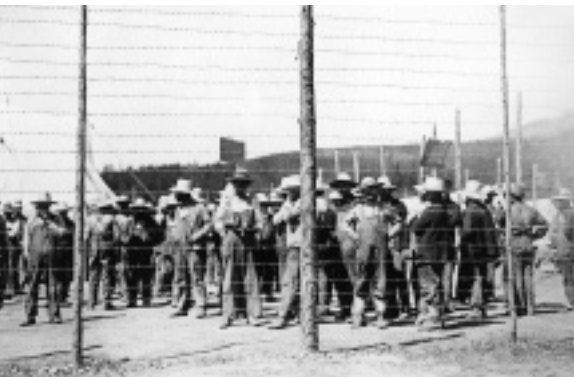
Historical Context

Historical context is about events, and generally accepted values and attitudes, that shaped the actions of people in the past. It's useful to think about historical context, because it makes you aware that the present is also shaped by events, values and attitudes. The point of comparing the past and the present is not to judge the past, but to better understand the present. The past connects to the present, and historical context is part of understanding how. *Refer to page 342 in the Skills Centre for more information on historical context.*



This photo from New York in 1915 shows Canadian women at a rally for women's right to vote — part of a struggle that had been going on for decades in Europe and North America. What evidence can you detect in this photo that women from around the world sought the right to vote?





This photo shows the Castle Mountain internment camp for people of Ukrainian descent in Alberta in 1915. The labour of these internees built parts of Banff National Park.



This photo shows prisoners at the internment camp in Kananaskis, Alberta. Antonio Rebaudengo, an Italian Canadian from Calgary, is in the front row, second from the left.



A prejudice is a “pre-judgment.” How do prejudices affect the identity of individuals and groups? Consider to what extent the Charter can protect people from prejudice.

The Internment of Ukrainian Canadians

At the beginning of World War I in 1914, more than 8000 people of Ukrainian and German descent were arrested and sent to camps because of their identity. Canada and its allies were at war with Germany and Austria-Hungary and part of Ukraine fell within enemy territory. Canada’s government made the arrests under the War Measures Act, which it passed in 1914 at the outbreak of the war. In many cases, the government seized the homes and possessions of those arrested. Many were men, but their families often also went to the camps because they had no other choice. The people interned had to work as labourers — they built roads, for example. They did not receive any wages. After the war ended and the War Measures Act was no longer in force, the government required many people to remain in the camps and continue to work as labourers without pay.

In 2005, Canada’s parliament passed the Internment of Persons of Ukrainian Origin Recognition Act, which acknowledges this event in Canadian history. It calls for “a better public understanding of... the important role of the Canadian Charter of Rights and Freedoms in the respect and promotion of the values it reflects and the rights and freedoms it guarantees.”

The Internment of Italian Canadians

During World War II, Canada used the War Measures Act to arrest people of Italian descent and send them to camps. The arrests began on June 10, 1940, when Italy declared war on Canada. The arrests focused mostly on men, but some families had to follow the men to the camps. The government seized the property of some of those arrested. The arrests affected about 700 people.

Antonio Rebaudengo was one of those arrested. His family kept his letters from the camps. On June 2, 1941, he wrote, “My thoughts are with you constantly. May we remain in good health and then we will see. Joys and sorrows, love and hate, these are life’s ups and downs, a perennial see-saw. When inadvertently I think about my job at the railway or about some acquaintance, I get upset and try to forget. I hope everything is fine at home...”

In 1990, Prime Minister Brian Mulroney apologized to Canada’s Italian community for the internment. Some members of the community have sought compensation from the government. This was still under negotiation in 2007.

The Internment of Japanese Canadians

On December 7, 1941, during World War II, Japan attacked Pearl Harbor. Canadians with Japanese ancestry suddenly found themselves treated with suspicion or even hatred, even though most of them had been born and raised in Canada.

In February 1942, Canada's government decided to move all people of Japanese origin away from the west coast. Under the War Measures Act, more than 20 000 men, women and children were forced to leave their communities, bringing only what they could carry. They were loaded onto trains and moved inland, mostly to remote communities in B.C.'s interior. They were not permitted to leave the camps without permission from the RCMP.

The government promised to safeguard the property of Japanese Canadians, but in 1943 it sold off their homes, businesses and possessions. Families that had spent decades building a life in Canada suddenly had nothing.

In 1988, Canada's government formally apologized to Japanese Canadians.



Based on the values and attitudes in the Charter, why did Canada's government apologize to Japanese Canadians?

This photo dates from 1942 and shows Japanese Canadians being forced to leave their homes for internment camps in B.C.'s interior.



HOW TO ANALYZE CAUSE AND EFFECT

In the previous section, you read about five events from Canada’s past where government actions had an impact on individual rights and freedoms. Each of these events had consequences for the views and perspectives individuals and groups on rights and freedoms in Canada. What consequences? How do the consequences affect our understanding of the Charter today?

Alone or with a partner, use the questions below to discuss one of the events. Identify the causes of the government action involved, and its effects on individuals and groups. An organizer like the one below can help you categorize your ideas.

- What events, values and attitudes contributed to the government action?
- What clues can you find in the information that help you identify causes?
- What happened after the event?
- How do the causes and effects compare in importance or impact? Rank them.
- How does the intent of the government action compare with the results?

Example:

Cause		Effect
Cause	Internment of Japanese Canadians	Effect
Cause		Effect



In a small group, brainstorm ways you could use these steps to help you analyze other information found in this chapter. Make a list of your ideas and share it with another group. For your chapter task, you need to demonstrate an understanding of issues connected to individual rights and freedoms today. Your cause-and-effect analysis of events in Canadian history can help you do this. Consider using a historical example of cause and effect as evidence for your task. **Refer to page 365 in the Skills Centre for tips on creating cause-and-effect diagrams.**



How does the Charter affect law making in Canada?

WHAT'S IN THIS SECTION

In this section, you will read about how the Charter affects legislation. You will find:

- Examples of citizens who have exercised their individual rights by challenging government legislation.
- Examples of issues affecting individual rights.

What are you looking for?

As you read the section, look for:

- The ways citizens make decisions to exercise their rights.
- The extent to which lawmakers are fair and equitable in protecting individual rights.
- The impact that government decisions have on individual rights.



Some people who use sign language to communicate need interpreters to communicate with those who have hearing. **Think critically:** In what way is providing sign-language interpreters in hospitals fair and equitable?

Breaking the Communication Barrier

Imagine you're in a hospital, and that none of the doctors or nurses speak your language. For B.C.'s Robin Eldridge, and John and Linda Warren, that scenario was a terrifying reality.

All three of them had been born deaf. Until 1990, whenever they needed to see a doctor, a non-profit agency in Vancouver provided sign-language interpreters free of charge. When the agency became short of funds, however, the service disappeared.

When Robin Eldridge next went to the hospital, she discovered that the province wouldn't provide an interpreter to help her understand the doctor's advice. When Linda Warren gave birth to twins, she watched helplessly as her babies were whisked from the room for treatment. She found herself unable to ask where they had been taken, or why.

Warren and her husband, along with Robin Eldridge, took the B.C. provincial government to court. They argued that people who relied on sign language needed interpreters to communicate properly with health care workers. By failing to provide interpreters, they said, the B.C. government was violating their equality rights under the Charter.

The trio fought their case all the way to the Supreme Court of Canada and won.

 **CRITICAL THINKING CHALLENGE**
What other groups might be affected by this decision?

Always Open: 24-7

Have you ever spent a Sunday afternoon shopping? For many of your parents, that simply wasn't an option.

Until 1985, the Lord's Day Act made it illegal for most Canadian businesses to open on Sunday. The law upheld the Christian Sabbath, or day of rest.

In May 1982, three months after the Charter of Rights and Freedoms became part of Canada's constitution, Calgary's Big M Drug Mart deliberately opened for business on a Sunday to challenge the Lord's Day Act. It deliberately broke the law to make a point.

When the challenge came before the Supreme Court, the Supreme Court overturned the law. It found that the Lord's Day Act violated Canadians' fundamental right to freedom of conscience and religion.

To what extent does the right to shop on Sundays affect your life?



In what ways did the Lord's Day Act infringe on Canadians' right to freedom of religion?



Do you agree with the Supreme Court decision? Why or why not?

Restrictions on Flying

In June 2007, Canada's government banned certain people from travelling by air for security reasons. Why do people disagree about this "no-fly" list? What evidence can you find in these articles?

Canada to launch no-fly list in June

Toronto Star, May 12, 2007

OTTAWA — A Canadian "no-fly" list of people to be barred from boarding airline flights is set to take effect June 18. The move amounts to a blacklist of people "reasonably suspected" by federal officials as immediate threats to the safety of aircraft, passengers or crew.

Under the rules, as passengers check in for flights, their names will be automatically screened against the government's list. The new rules will apply to all passengers "who appear to be 12 years of age or older."

Who's on the list: People deemed threats to airline safety, including members of terrorist groups and individuals convicted of one or more serious and life-threatening crimes against aviation security.

— Adapted from an article by Tonda MacCharles.

Calls to suspend no-fly list

June 2007

Canada's privacy commissioner, Jennifer Stoddart, says the government should suspend Canada's new no-fly list.

The privacy commissioner watches out for the privacy of Canadians, as required under Canada's Privacy Act. Stoddart says the no-fly list makes secretive use of personal information, and "profoundly impacts" the rights of Canadians, including freedom of association and mobility rights.

Lindsay Scotton studies issues for the privacy commissioner. She says airline safety is important, but so are rights. The no-fly list suspends people's rights based on suspicion. What about the right of "innocent until proven guilty"?

In Scotton's view, it's difficult to know where the balance lies.

— Based on research into events, views and perspectives.



CRITICAL THINKING CHALLENGE

How do we decide if the needs of society should outweigh the rights of individuals? How does the Charter affect these decisions?



Examine the cartoon carefully. What do you believe the cartoonist thinks is more powerful: the Charter of Rights and Freedoms or the Anti-Terrorism Act?

Page 107 presented some information on Canada’s no-fly list. The no-fly list was one of many new security measures restricting the rights of individuals that Canada adopted after September 11, 2001. These measures included the Anti-Terrorism Act, portrayed in the cartoon above.

On September 11, 2001, members of Al-Qaeda flew airplanes into the twin towers of the World Trade Center in New York. This cartoon recalls that event, but in a significantly new context: it shows the Canadian Charter of Rights and Freedoms as an airplane, and the Anti-Terrorism Act as a tower in the airplane’s path.

SPOT AND RESPOND TO THE ISSUE

Sometimes government makes decisions for the common good of everyone. What issues might arise from these decisions for individual rights and freedoms? How might these decisions affect citizenship? Refer to the steps in **Spot and Respond to the Issue** on pages 12 and 13.

Banning Junk Food Ads

Advertising attempts to persuade people of all ages to buy products. How might the Charter of Rights and Freedoms affect decisions about advertising to children? As you read this page, consider how the Charter could affect other decisions for children, such as standards for toys, games and TV programs.



CRITICAL THINKING CHALLENGE

What possible problems arise from advertising to children? How effectively would the Charter protect children?

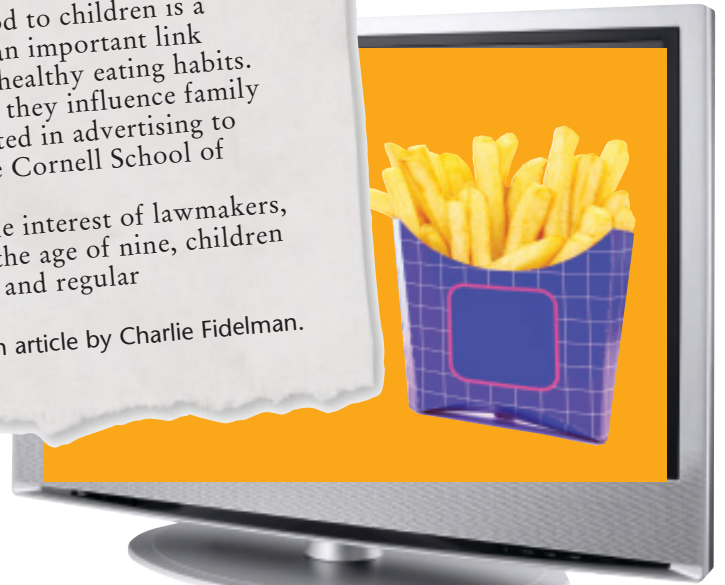
Food ads bad for kids, expert warns

CanWest News Service, October 27, 2006

MONTREAL — Experts suggest marketing food to children is a powerful and dangerous tool. They say there's an important link between advertising junk food to youth and unhealthy eating habits. Children have their own spending money and they influence family purchases — two reasons marketers are interested in advertising to children, says Jordan LeBel, who teaches at the Cornell School of Hotel Administration.

But advertising to children has also caught the interest of lawmakers, because children are at risk, he added. "Until the age of nine, children can't tell the difference between a commercial and regular programming," LeBel said.

— Adapted from an article by Charlie Fidelman.



1. Explore in more depth one of the issues in this section.

To begin, you need to gather facts, views and perspectives. Use a chart like the one below to make notes. Then, decide your own position on the issue and write a position statement that explains it. Support your position with evidence. You can use this work as preparation for your chapter task.

Should the government ban advertising aimed at children (for example, junk food ads)?	
Yes: facts, views, perspectives	No: facts, views, perspectives
My Position	

2. To what extent is the Charter an effective part of law making in Canada? Choose one of the examples from this section to explain your answer.



Skillful Decision Making and Problem Solving

This section has explored how laws affect individual rights. It has presented some examples of citizens making decisions to exercise their rights. The coming pages will present more examples. What strategies do you think these citizens used to help them decide to take action?

Learning to make effective decisions is an important citizenship skill. Every decision we make affects others — especially decisions about laws everyone has to follow. Skillful decision making helps you to figure out what action to take. It's part of building a society that includes you and everyone.



WHAT DOES SKILLFUL DECISION MAKING AND PROBLEM SOLVING INVOLVE?



I try to find reliable information.
You can't make effective decisions by guessing at what's involved and what others think.

When I make decisions, I make a list of all the pros and cons of my choice. Then I weigh them and go with the decision that best solves the problem.

It may not always be the easiest decision, but it definitely solves my problem.

When I choose what high school to go to next year, I'm going to take my time. I want to consider all the angles and possibilities. Snap decisions don't always work out for the best.



Try this!

You make decisions every day about simple issues that you encounter. For more complex problems, you may need to use a series of steps to help you sort out the issue and examine it from all sides before you make a decision.

Have a look at the chart below. It presents two scenarios for you to practise your decision-making and problem-solving skills, and it gives you a series of questions to sort through each scenario. Each scenario has to do with individual rights and freedoms. Work through each scenario with a partner, and refer to the summary of the Charter on pages 97 and 98 for ideas. What other scenario involving rights can you think of? How might the Charter affect it?

	Problem A You and your friends are walking on the street and are stopped and searched by a police officer.	Problem B You are a Canadian citizen with a valid passport flying to visit family in another country. You are stopped at airport security and not permitted to leave the country.	Other
What problems could arise from this situation?			
What individual rights and freedoms have been infringed upon or protected? Why?			
Who is this a problem for?			
Why is a decision for this problem necessary?			
What are some possible solutions?			
What would your decision be if you were in this situation?			



How does the Charter affect the workplace?

WHAT'S IN THIS SECTION

In this section you will read how the Charter is used to protect workers' rights. You will find:

- A case where women used the Charter to seek equality rights in the workplace.
- A summary of how the Charter can protect workers from discrimination in the workplace.

What are you looking for?

As you read the section, look for:

- How the Charter is used to protect workers from discrimination in the workplace.

Young people provide a source of labour for Canada's economy. The number of young people with jobs depends on the state of the economy. During times of labour shortages, many young people have jobs, for example, as servers in restaurants. **Think critically:** What workplace issues might you encounter as a server in a restaurant? How might the Charter protect you on the job?



What jobs are young people legally allowed to hold in Alberta?



On the Job with the Charter of Rights and Freedoms

In 2001, four Ontario women and five **labour unions** launched a Charter challenge, arguing that the province was discriminating against them based on gender. A 1993 Ontario law required the province to pay women and men equally when they had equivalent levels of experience and training. The four women said the province hadn't followed through on this promise of "pay equity," and that they and their female co-workers were owed millions of dollars in lost wages.

In 2003, before the courts began a hearing on the case, the Ontario government agreed to pay female workers a total of \$414 million in pay adjustments.

One of the women who launched the challenge was Mary Kelly, a community-care worker.

labour union: an organization of workers that acts to protect workers' rights and interests — see page 231

Traditionally, women have been underpaid for doing the same work as men. My union came to me and told me about the Charter challenge. This was a chance to improve women's wages in the province. I thought, "Why should somebody make more than I do, for the same job?"

The union asked me to make a sworn statement about my qualifications and wages. I said, "Sure, I'd be glad to." Because the government at the time wanted to just cancel pay equity.

So I met with the union lawyer, Mary Cornish. We talked and talked, and she took down all the details of my situation. Then they filed my statement. After that, they kept me up to date on the case, and then on the settlement.

When we got \$414 million for women, it ended up as back-page news. I guess I was a little disappointed that the case never made it to a hearing. I thought it should be made public, that Ontario's government had overlooked women's rights.

But it was worth the effort. Any time you can get more money for women in low-paying jobs, it's worth it. There are a lot of single parents out there with kids, and you can't make it on the wages that they were paying women. And it felt good to know that you could actually take on the government. It takes lawyers, and it takes a lot of money, but you can do it.

An individual could not do it alone, though. The average person couldn't afford to hire Mary Cornish, or anyone like her. She put a huge amount of work into this. It had to be a group effort.

Mary Kelly was one of four women who launched a Charter challenge in 2001 about the right of women to be paid the same as men.



Mary Kelly's case focused on jobs where women make up most of the workers, such as jobs caring for the elderly. The recognition of the right of women workers to equitable wages affirms their value as citizens and also reflects the importance of their jobs to our society. **Think critically: How might rights concerning wages affect quality of life?**



CRITICAL THINKING CHALLENGE Citizenship is about building a society in which everyone belongs. How do individual rights connect to citizenship?

connect to the big ideas

1. In what ways does Mary Kelly's choice to launch a Charter challenge reflect skillful decision making? Using the chart on page 111 and evidence from the interview, outline the factors involved in her decision. What decision would you have made, based on these factors? Why?
2. Based on evidence from the article, how easy or difficult is a Charter challenge? How does this factor into the effectiveness of the Charter in protecting the individual rights of Canadians?

Do people have the right to work without facing discrimination based on their age?

In the early 1990s, Professor Olive Dickason challenged whether the University of Alberta could force her to retire at age 65. The Charter entitles everyone to "equal protection and equal benefit of the law without discrimination." Professor Dickason said forced retirement was discrimination based on age. The Supreme Court disagreed with her, because she had agreed to retire at 65 before she took her teaching position.

Since the Supreme Court ruling, provinces in Canada have reexamined their legislation concerning retirement. Some provinces, including Alberta, have made it illegal for employers to force employees to retire because of their age.



Dr. Olive Dickason is a distinguished Métis historian. She taught at the University of Alberta from 1985 to 1992.



Why do you think decisions based on the Charter might vary from case to case? In your opinion, does this make the Charter more effective or less effective in protecting individual rights?

DID YOU KNOW?

The Charter of Rights and Freedoms creates equality rights in the workplace. For example, you have the right to work without facing discrimination based on race, religion or gender.

connect to the big ideas

1. Do an online search of government sites to find out more about workers' legal rights in the workplace. How is the information you find similar to or different from what is in the Charter? How could you use it when applying for a job yourself? *Refer to page 361 in the Skills Centre for tips on searching online*
2. For your chapter task, you need to participate in an informal debate about the most important Charter issue connected to individual rights and freedoms today. Use the information on pages 113 to 115 and your online search from question 1, above, to assess issues about rights in the workplace. In your view, how important are these rights? Why?





Wrap Up Your Task

By now you have gathered information to help you with your chapter task. For the task, you need to organize an informal debate on the question:

What do you believe is the most important Charter issue affecting individual rights and freedoms in Canada today?

TIPS FOR SUCCESSFUL DEBATES

- ✓ Be prepared with your research and evidence.
- ✓ Listen respectfully to others.
- ✓ Be open to the views and perspectives of others.
- ✓ Evaluate the information, not the person providing it.
- ✓ Be open to changing your ideas!

Summarize Your Ideas

Review the research you began on page 91 and summarize your ideas. Add any other information that you found through your own research to help you answer the question. Formulate your conclusions and write up your position. Remember to:

- State your position on the issue.
- Present your ideas, supported by evidence.
- Organize your ideas logically and persuasively.

Plan an Informal Debate

There are many ways to organize an informal debate. Plan your debate using one of these formats:

Horseshoe Debate	Small Group Debate	Four Corners Debate
<p>In a horseshoe debate, people arrange themselves in the shape of a horseshoe. People who agree with a proposed idea sit on one side, people who disagree with the proposed idea sit on the other side. Those who are undecided sit in the middle. In turn, each explains their position. People can change their position if they are persuaded by another person's argument.</p>	<p>In a small group debate, groups of four sit together face to face. Each person presents his or her argument on the issue and the others ask questions to clarify ideas. People can change their position if they are persuaded by another person's ideas and evidence.</p>	<p>Post four signs in the four corners of the room — agree, strongly agree, disagree, and strongly disagree. When the debate begins, each person chooses the sign that best expresses their position on a proposed idea, and moves to that corner. People in each corner present their information. After, if they have been persuaded, people can move to the corner that expresses their new position.</p>

Chapter 3 Review

WHAT DID CHAPTER 3 EXPLORE?

- How does the Charter protect individual rights and freedoms?
- How does the Charter affect law making in Canada?
- How does the Charter affect the workplace?

Revisit the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?

Work through the directions for "Demonstrating Your Learning" on page 55 to present your position.

Share What You Know

Create a poster that promotes the relationship between the rights and freedoms outlined in the Charter and the responsibilities of citizens in upholding those rights. Include slogans, key words and illustrations to communicate your point. Your poster should be catchy and persuasive. Ask permission to post your poster in your school or community.

Link with Technology

Create a multimedia presentation that summarizes the role of the Charter in Canadian society. Include graphics and visuals that illustrate the individual rights and freedoms that are in the Charter.

Take Action

This chapter presented examples of people who decided to improve their quality of life by taking action on issues affecting their individual rights and freedoms. Consider what issues are important to your individual rights and freedoms — they can be issues going on in your school, community, or in the world. Use the skills for skillful decision making that you learned in this chapter to decide if and how you will take action on the issue.

Reflect Before You Forget

Reflect on what you learned about the Charter of Rights and Freedoms in this chapter. Complete these thoughts:

- In this chapter I discovered... about decision making and problem solving.
- The most important thing I learned in this chapter about individual rights and freedoms is...
- One thing I'd like to know more about, regarding how the Charter affects laws, is...

CHAPTER 4

To what extent has Canada affirmed collective rights?

affirm: to validate and express commitment to something

collective identity: the shared identity of a group of people, especially because of a common language and culture

collective rights: rights guaranteed to specific groups in Canadian society for historical and constitutional reasons. These groups are: Aboriginal peoples, including First Nations, Métis and Inuit peoples; and Francophones and Anglophones.

Have you ever thought about what makes Canada unique? What makes Canada different than other countries, such as our close neighbour to the south, the United States?

Here's one thing that makes Canada unique: **collective rights**. Collective rights belong to groups of people and are entrenched in Canada's constitution. The purpose of collective rights is to **affirm** the **collective identity** of groups in society and to create a society where people of different identities belong.

Collective rights are part of the dynamic relationship between Canada's government and Canadian citizens. Throughout Canada's history, laws that affect collective rights, and the promises of the government to uphold them, have created opportunities and challenges for Canadians.

This chapter presents some history about collective rights in Canada. As you read, evaluate how effectively laws have affirmed collective rights over time. Consider what implications this history has for Canadian citizens today.

This is the cliff at Head-Smashed-In Buffalo Jump in southern Alberta. Aboriginal peoples of the plains — in particular, the Siksika, Kainai and Piikani — used the jump for thousands of years. Aboriginal peoples have a unique place in Canada as the first peoples of this land. How do the collective rights of Aboriginal peoples recognize this?

FOCUS QUESTIONS

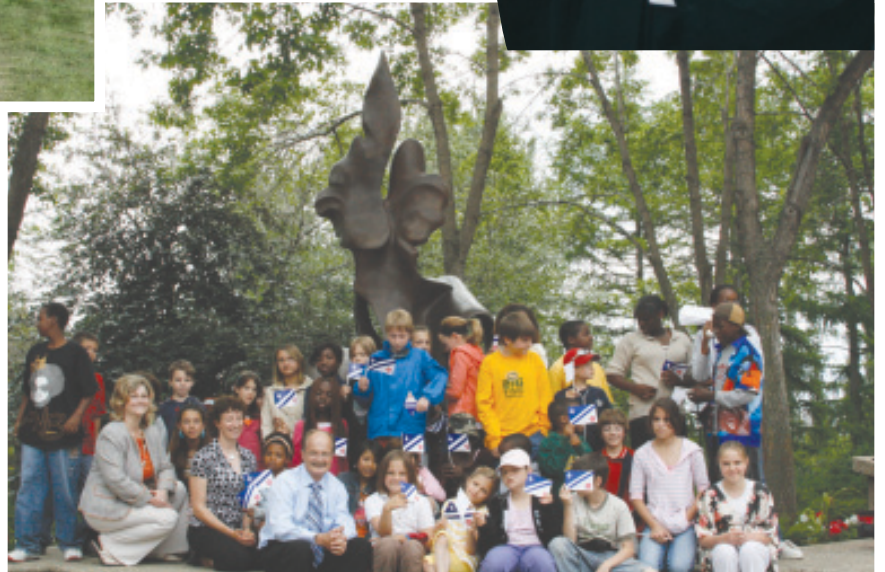
- What laws recognize the collective rights of First Nations peoples?
- What collective rights do official language groups have under the Charter?
- What laws recognize the collective rights of the Métis?

Based on these photographs, what challenges and opportunities do collective rights create for Canada?



This photograph shows celebrations to mark the opening of Métis Crossing in 2005, a historic site near Smoky Lake, Alberta, dedicated to the collective identity of the Métis. This chapter explores the history connected to Métis' identity and collective rights. **Think critically: To what extent is knowing history a responsibility that comes with citizenship?**

Wilma Jacknife is legal counsel for Cold Lake First Nations in Alberta. She works for the recognition of her people's Treaty rights in the economic development of the Cold Lake region — rights set out in Treaty 6, one of the Numbered Treaties Canada negotiated with First Nations in the 1800s. **Think critically: What might Treaties mean for citizenship in Canada today?**



The students in this photo attend Francophone schools in Alberta. They have gathered in front of "L'empreinte francophone" ("The Francophone Imprint"), a sculpture that celebrates the history and identity of Franco-Albertans. The sculpture is on the grounds of the Alberta Legislature. The photo was taken on the day the sculpture was officially unveiled, in June 2007. Chapter 4 explores the collective rights of official language groups in Canada, including the collective rights reflected in Alberta's Francophone schools. **Think critically: In what way do Francophone schools assert the citizenship of Francophones in Canada? How do they affect the responsibilities of all Canadian citizens?**



Create a display for an exhibit on collective rights in Canada.

Your Role

The Canadian Museum of Civilization is planning an exhibit on collective rights in Canada. The exhibit, called “Collective Rights: Past and Present,” will illustrate the impact of collective rights on citizenship and identity in Canada today. The museum is looking for your contribution to the exhibit. Your role is to create an interactive display that answers the question:

How has collective-rights legislation over time shaped who we are as Canadians?

Your Presentation

Your display should reflect:

- An understanding of the historical context surrounding legislation that affirms collective rights in Canada.
- An analysis of how collective rights have, over time, shaped Canadians’ unique sense of identity.

As you work through the chapter, think about what you would put in your display. Some displays have charts, written text, or pictures illustrating the information. Others have sound recordings or a multimedia presentation. Think about what you will use to illustrate your ideas about collective rights in Canada.



What do you already know about

Canadian history that you can apply to these stamps?



Why do you believe Canadians

want to commemorate the link between history and these identities?



These stamps commemorate events in Canada’s history that reflect the identities of Francophones, First Nations peoples and the Métis.

Let's get started!

Part of your task is to analyze the impact of collective rights on the identity of Canadians as a whole. Not all countries have legislation that protects and affirms collective rights. As you work through the chapter, look for information to help you answer the questions below.

- What are collective rights?
- What legislation establishes the collective rights of groups in Canada?
- Why do some groups have collective rights and not others?
- Why are collective rights important to all Canadians?
- How do collective rights, in the past and today, define who we are as Canadians?



You could write each of these questions on a separate piece of paper, where you add notes and information as you read. Your notes could be a list or a mind map.



DID YOU KNOW?

- Collective rights set Canada apart from other nations. For example, no groups (peoples) in the United States have rights recognized in the American constitution.
- Collective rights reflect the idea of mutual respect among peoples. This idea has a long history in Canada. For example, it shaped the Great Peace of Montréal in 1701, among thirty-nine First Nations and the French.



Based on the facts on this page, why are collective rights important to all Canadians?

Before You Get Started

FAQ: COLLECTIVE RIGHTS

What are collective rights?

- In this chapter, collective rights are rights held by groups (peoples) in Canadian society that are recognized and protected by Canada’s constitution.
- Collective rights are different than individual rights. Every Canadian citizen and permanent resident has individual rights under the Charter of Rights and Freedoms, such as the right to live anywhere in Canada. Collective rights are rights Canadians hold because they belong to one of several groups in society.

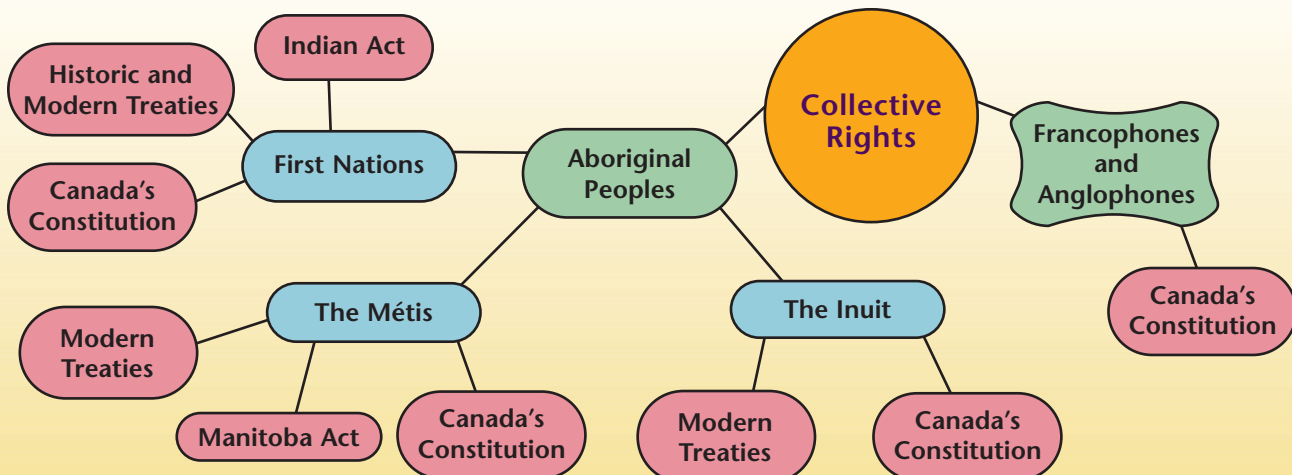
Who holds collective rights in Canada?

- Aboriginal peoples, including First Nations, Métis and Inuit peoples.
- Francophones and Anglophones.

Why do some peoples have collective rights and not others?

- Collective rights recognize the founding peoples of Canada. Canada would not exist today without the contribution of these peoples.
- Collective rights come from the roots of Aboriginal peoples, Francophones and Anglophones in the land and history of Canada.

What legislation relates to collective rights?



What laws recognize the collective rights of First Nations peoples?

WHAT'S IN THIS SECTION

In this section you will read about the legislation that affects the collective rights of **First Nations** peoples. You will find:

- Facts and data about the goals of the Numbered Treaties.
- Perspectives on how the Numbered Treaties have been interpreted over time by First Nations groups and Canada's government.
- Examples of modern Treaties that establish collective rights for Aboriginal peoples, including Inuit and Métis peoples.
- A description of the goals of the **Indian Act**.
- A news article about issues related to changing the Indian Act today.

What are you looking for?

As you read the section, look for:

- How past circumstances in Canada's history have influenced interpretations of Numbered Treaties.
- The ways First Nations and government have interpreted Treaties over time.
- How the Indian Act attempted to define and assimilate First Nations peoples.
- How First Nations peoples exercise their collective rights and preserve their identities.



First Nations: the umbrella name for the diverse Aboriginal peoples who have collective rights that are recognized and protected in Canada's constitution. The constitution refers to First Nations as "Indians," in keeping with the name used at the time of negotiating Treaties.

Indian: Europeans used the word *Indian* to describe the First Nations of North America, although these peoples were diverse and had names for themselves. Many First Nations prefer not to use the word *Indian* to describe themselves.

These students are members of the Pikangikum First Nation in Ontario. **Think critically:** What legislation could affect their identity? What opportunities and challenges does it pose for their future and the future of all Canadians?

sovereignty: independence as a people, with a right to self-government



What can you learn about the Numbered Treaties from this map? Identify three facts related to their location and dates. Identify a question posed by the map that would require further research.

What are the Numbered Treaties?

The Numbered Treaties are historic agreements that affect the rights and identity of some First Nations in Canada.

- The Numbered Treaties have roots in the Royal Proclamation of 1763. Britain made the proclamation at the end of the Seven Years' War, as it sought to establish control over lands in North America formerly claimed by France. The proclamation recognized First Nations' rights to land, and established the principle of making treaties with First Nations through peaceful negotiation.
- Other laws also affect the collective rights of First Nations, including the Indian Act and section 35 of the constitution. You can read more about the Indian Act on pages 100 and 137, and more about section 35 on pages 134 and 156.

The Numbered Treaties

This map shows modern provincial and territorial boundaries that did not exist when First Nations and Canada negotiated the Numbered Treaties. We have included them here to orient you.



DID YOU KNOW?

The collective rights of First Nations, Métis and Inuit peoples are a work in progress. Negotiations between Aboriginal peoples and Canada's government continue today, including negotiations to establish modern Treaties and to clarify rights related to the **sovereignty** of Aboriginal peoples.

The Numbered Treaties were agreements between the Queen and First Nations.

- First Nations agreed to share their lands and resources in peace. Canada’s government agreed to terms covering First Nations’ education, **reserves**, **annuities** and other matters. The terms differ from Treaty to Treaty. (See the chart below.)
- For First Nations, the Numbered Treaties are sacred — nation-to-nation agreements, solemnly made, that cannot be changed without their agreement. Treaty rights and citizenship go together for First Nations now, in the past and into the future.

annuity: an annual payment. Under the Numbered Treaties, annuities are mostly symbolic today. For example, the members of Treaty 8 each receive \$5.00 per year.

reserve: land for the exclusive use of First Nations

Terms of Treaties 6, 7 and 8

This chart summarizes the terms in the written versions of the major Numbered Treaties in Alberta.

	Health Care	Education	Hunting and Fishing Rights	Reserves	Farming Assistance	Payments, Annuities and Special Benefits
Treaty 6 (1876–1899)	✓	✓	✓	✓	✓	✓
Treaty 7 (1877)		✓	✓	✓	✓	✓
Treaty 8 (1899)	✓	*	✓	✓	✓	✓

* Mentioned in the written report of the negotiations, but not mentioned in the written terms of the Treaty.

DID YOU KNOW?

Not all First Nations peoples signed Treaties. Their collective rights are affirmed in section 35 of the constitution. You can read more about the constitution and section 35 on pages 134 and 156.



To what extent do you believe it’s important to follow up on agreements? Think of a situation in your own life where you have reached an agreement with someone.

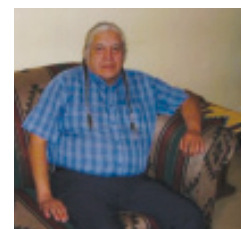
Our Elders view the Treaty as something that is sacred. It is an agreement between the First Nations in this region and her Majesty the Queen — so, the people of Canada. We saw it as a way to live in harmony with European settlers, and to share the land and its resources. Treaty 8 is fundamental to our people.

— Elder Paul Eugene Beaugard, Bigstone Cree Nation, Alberta, October 2007.



We had our own government and laws before the arrival of Europeans, and we lived in harmony with Mother Earth. We signed the Treaty to live in harmony with the people of Canada and their government. To us, this makes all the people of Canada Treaty people, just as we are. The Treaty is forever: for as long the as the grass grows, the water flows and the wind blows.

— Elder Bruce Starlite, Tsuu T’ina First Nation, Alberta, January 2008.



First Nations in the west and Canada negotiated the Numbered Treaties for many reasons.

Canada wanted to build a railway to link the province of British Columbia to the rest of Canada and to open the west to immigration. B.C. joined Confederation on condition that Canada would build the railway. This photo shows railway workers in the 1890s, a few years after the railway was complete.



First Nations and Canada's government wanted to avoid war. Just to the south, Aboriginal peoples and the United States were fighting wars over territory. This photo shows the graves at the site of the Battle of the Little Bighorn in what is today Montana, where more than 100 Aboriginal and 250 American soldiers died in 1876.



The Royal Proclamation of 1763 recognized the rights of First Nations to their lands in parts of North America claimed by the British. Britain issued the Royal Proclamation after it defeated France in the Seven Years' War and became the dominant colonial power in North America.



First Nations wanted to secure their future. They were facing economic and social upheaval from smallpox epidemics, the eradication of the buffalo, the end of the fur trade, and the pressures of European settlement. This photo shows buffalo bones collected on the Canadian prairies in the 1880s and 1890s.



CRITICAL THINKING CHALLENGE In

what way did the Numbered Treaties acknowledge the past? In what way did they respond to events of their time?

Perspectives play a role in the interpretation of the Treaties.

- Canada’s government believes First Nations gave up their land under the Treaties. Many First Nations disagree, especially since their worldviews do not think of land as something anyone can “own” or “give up.”

To us, the land is a legacy, not a commodity. It is every part of our culture. The land from which our culture springs is like water and air. It is one and indivisible.

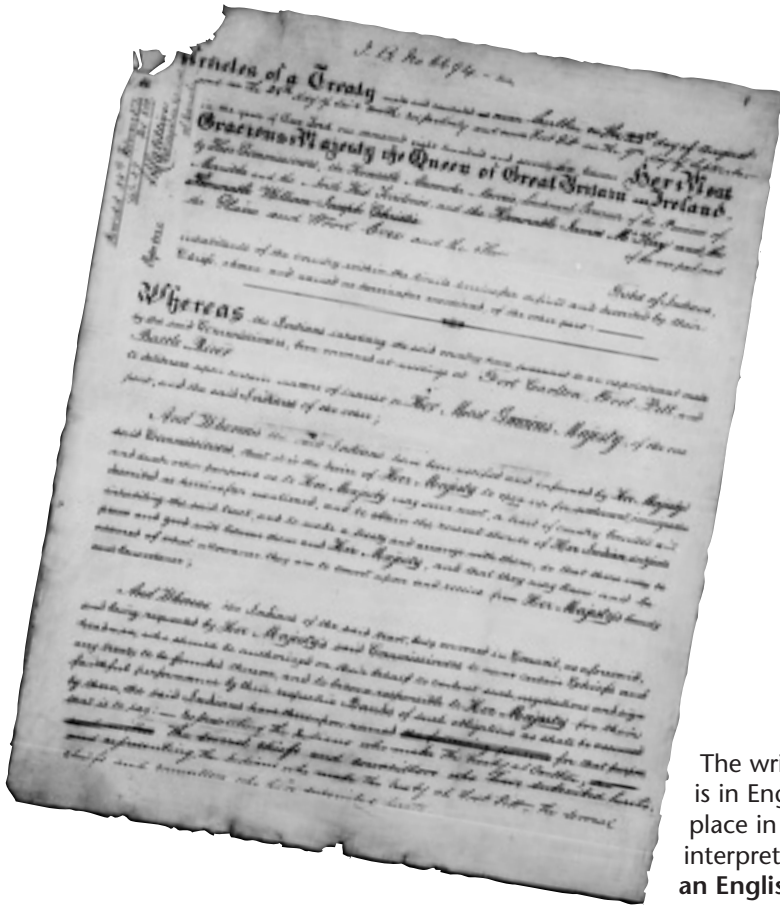
— Gabriel and Clemence Anderson, Elders, Bigstone Cree Nation (Treaty 8).
Translated from Cree by Darrell Anderson Gerrits (Osaw Maskwa), 2005.



Gabriel and Clemence Anderson

- First Nations recorded the Treaties in their oral histories in their own languages. Canada’s government recorded the Treaties in writing in English. The oral and written records disagree on key aspects of the Treaties.

CRITICAL THINKING CHALLENGE How does the way you understand the past affect the way you understand groups in society today? How do perspectives affect understandings of the past?



This is Darlene Littlebear-MacIntosh of the Onion Lake First Nation in Alberta, which is located fifty kilometres north of Lloydminster and straddles the Alberta-Saskatchewan border. Darlene Littlebear-MacIntosh takes care of the talking sticks —

the oral record — of Treaty 6 for her people. Each talking stick corresponds to a provision in the written Treaty, with one exception. The first stick, considered the most important, describes Treaty 6 as an agreement between First Nations and the Queen of Britain, who represented the people of Canada. **Thinking critically:** How does the first stick demonstrate a First Nations perspective on the Treaties?

The written record of Treaty 6, shown here, is in English, but the treaty negotiations took place in several languages and relied on interpreters. **Thinking critically:** Why might an English record differ from a record in another language?

2007

A Perspective from Treaties 6, 7 and 8

The chiefs of Treaties 6, 7 and 8 took out full-page advertisements in Alberta newspapers to mark the Aboriginal Day of Action on June 29, 2007. The advertisements stated that:

- First Nations negotiated the Treaties to share the land, so that First Nations peoples and non-First Nations peoples could benefit.
- Treaties were, and are, nation-to-nation agreements.
- First Nations were, and are, diverse peoples.

The chiefs called on Canadians to lobby the federal government to recognize the true spirit and intent of the Treaties.



First Nations marked the Aboriginal Day of Action on June 29, 2007 with marches on Parliament Hill and provincial legislatures. This photo shows a march in Winnipeg. Examine the photo for evidence of the perspective of these marchers on Treaty rights. **Think critically:** In what way is this march an expression of democratic rights? In what way does it affirm the identity of the marchers and their citizenship in Canada?

DID YOU KNOW?

Modern agreements — or modern Treaties — between Aboriginal peoples and governments in Canada also establish collective rights. For example:

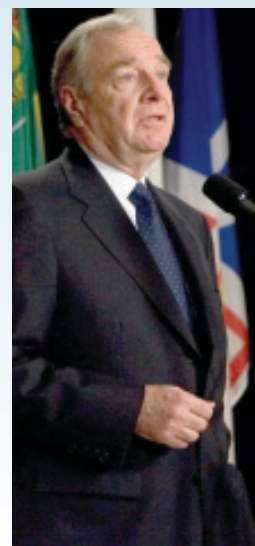
- Nunavut Land Claims Agreement (1993): established Inuit title to more than 350 000 square kilometres in Nunavut.
- Sahtu Dene and Métis Comprehensive Land Claim Agreement (1994): established the rights of the Sahtu Dene and Métis to 41 437 square kilometres in the Northwest Territories, and to negotiate an agreement to govern themselves.
- Nisga'a Final Agreement (2000): established the rights of the Nisga'a Nation to more than 1900 square kilometres in British Columbia and to govern themselves.

2005

[Moving forward will] require a new partnership among us and a new relationship with First Nations, Inuit and the Métis Nation—one based on mutual respect, responsibility and accountability.

We recognize the Treaty and Aboriginal rights protected in our constitution. This is the foundation for our relationship... Today we reaffirm our commitment to renewing our approach to implementing self-government and treaties, and to the resolution of Aboriginal rights to land and resources...

- Prime Minister Paul Martin in an address to the meeting of First Ministers and Aboriginal leaders in Kelowna, B.C., November 24, 2005.



Prime Minister Paul Martin makes a statement at the First Ministers and National Aboriginal Leaders meetings in Kelowna, B.C., on November 25, 2005. **Think critically:** How could you find out the position of Canada's current government on Treaty rights?

FIRST NATIONS PERSPECTIVES

A Timeline of Two Views of the Numbered Treaties

The next seven pages present a timeline spanning more than a century. Here's how to use the timeline.

- The top of each page presents information about the perspectives of First Nations on the Numbered Treaties. Most of these perspectives come from First Nations in Alberta covered by Treaties 6, 7 and 8. Analyze these for evidence that First Nations viewed, and continue to view, the Treaties as nation-to-nation agreements that establish rights. Use an organizer like the one below.

Perspective: First Nations

Date	Source	Main Idea	Affirms First Nations?
1876	Mistahwahsis, Treaty 6 negotiations	– Treaty is permanent – securing the future	Yes

CANADIAN GOVERNMENT VIEWS

- The bottom of each page presents information about the views of Canada's government on the Numbered Treaties. Analyze these for evidence that Canada's government has had different views of Treaty rights over time. Use an organizer like the one below.

Views: Canadian Government

Date	Source	Main Idea	Affirms First Nations?
1876	Alex. Morris, Treaty 6 negotiations	– Treaty is permanent – First Nations should learn European ways – First Nations can keep traditional ways	Yes and No

Chief Morris Scennacappo of Rolling River First Nation in Manitoba participates in a demonstration in front of Canada's parliament buildings in 2002. The demonstration concerned changes to legislation that affected the rights of First Nations.



1870
1880
1890
1900
1910
1920
1930
1940
1950
1960
1970
1980
1990
2000
2010

FIRST NATIONS PERSPECTIVES

1876

A Perspective from Treaty 6

What we speak of will last as long as the sun shines and the river runs. We are looking to the future of our children's children.

— Cree spokesman Mistahwahsis about the terms of Treaty 6, August 22, 1876.



Examine the medal carefully. What messages about the meaning of the Numbered Treaties does it convey? To what extent do the statements on this page convey the same messages?

Canada's government struck medals like this to commemorate the Numbered Treaties. This medal dates from 1874. The medal shows two people shaking hands: one symbolizes Canada's government and one symbolizes First Nations peoples.



CANADIAN GOVERNMENT VIEWS

1876

What I will promise, and what I believe and hope you will take, is to last as long as the sun shines and the rivers flow... I see the Queen's Councillors taking the Indian by the hand saying we are brothers, we will lift you up, we will teach you, if you will learn, the cunning of the white man... I see **Indians** gathering, I see gardens growing and houses building; I see them receiving money from the Queen's Commissioners to purchase clothing for their children; at the same time, I see them enjoying their hunting and fishing as before, I see them retaining their old modes of living with the Queen's gift in addition.

— Alexander Morris, August 18 and September 7, 1876 during the negotiation of Treaty 6. Morris represented Canada during the negotiations.

Indian: Many First Nations prefer not to use the word *Indian* to describe themselves. It is used here because Alexander Morris used it.



FIRST NATIONS PERSPECTIVES

A Perspective from Treaty 6

First Nations were and are independent peoples with their own processes of government and ways of organizing their nations. **Why did they — and do they — expect to remain in charge of decisions affecting their culture and identity? How might their Treaty rights figure in their perspective?**

This photo dates from 1910 and shows a settlement of the Blackfoot Confederacy in southern Alberta.



CANADIAN GOVERNMENT VIEWS

Under the Indian Act, Canada's government appointed Indian Agents to run reserves. This photo shows Howard Sibbald, Indian Agent at the Nakoda reserve near Calgary from 1901 to 1904. Canada's government appointed Indian Agents without consulting First Nations.



Compare and contrast the information on this page. What issues about First Nations governance can you identify?

1876: The Indian Act

Canada's parliament passed the Indian Act, which made rules about the lives of First Nations peoples without consulting them. At the time, Canada's government viewed First Nations as peoples who needed guidance. This connected to Canada's colonial past, and the attitude that European ways were superior to the ways of other peoples. How does the excerpt from the Indian Act, below, reflect this? You can read more about the Indian Act on page 137 and page 138.

61. THOSE ENTITLED TO VOTE SHALL BE THE MALE MEMBERS OF THE BAND OF THE FULL AGE OF TWENTY-ONE YEARS.
 62. THE CHIEFS OF ANY BAND OF INDIANS SHALL BE ELECTED, AT SUCH A TIME AND PLACE AS THE [FEDERAL GOVERNMENT] MAY DIRECT, AND THEY SHALL BE ELECTED FOR A PERIOD OF THREE YEARS, [UNLESS THE FEDERAL GOVERNMENT DECIDES TO REMOVE THEM.]
 — INDIAN ACT, 1876.

A Perspective from Treaty 7

This photo shows two Siksika school children. Their mother, Mary Running Rabbit, stands behind them on the right. The Siksika Nation is part of Treaty 7.

The two women have taken the children to a spiritual leader, who has drawn circles on their faces. The circles represent the cycle of the sun from sunrise to sunset.

The circles show that this family values its culture and identity. **What hopes and expectations might this family have for the education of these children? How might Treaty rights to education have figured in their plans for the future?**



This photo is undated, but was probably taken during the 1920s or 1930s. The aim of the people in this photograph — to affirm the identity of the children — contrasts with the aim of the government's policy on residential schools, below. The last residential school in Canada closed in 1996.

WHAT'S A LAW VERSUS A POLICY?

Governments create laws, and they also create policies. A law describes principles or conditions that must be followed. A policy describes objectives of the government, within the law.

Example: First Nations Education

- The Numbered Treaties — the law — said that the federal government was responsible for providing education to First Nations.
- The policy of the federal government was to provide this through residential schools.

1879: Residential Schools

Canada's government commissioned MP Nicholas Davin to recommend how to provide First Nations with education and to assimilate them at the same time. The Davin report in 1879 recommended residential schools. Residential schools removed children from their families and disrupted their connections to their languages, cultures and identities.

Residential schools allow "aggressive civilization" by separating the children from the parents...

Residential schools make a certain degree of civilization within the reach of Indians despite the deficiencies of their race... The Indians realize they will disappear.

— Adapted from the *Report on Industrial Schools for Indians and Half-Breeds* by Nicholas Flood Davin, March 14, 1879.

Recently, Canada's government has begun to compensate former students of residential schools for the trauma they suffered.



These photos show Thomas Moore before and after his entrance into the Regina Residential School in 1897. How does the message of these photos compare with the photo above?

FIRST NATIONS PERSPECTIVES

Indian: First Nations sometimes use this term because it was, and continues to be, a term with legal and constitutional significance. It is not a term First Nations chose for themselves.



John Tootoosis, Poundmaker Cree Nation, helped found the Union of Saskatchewan Indians in 1946.

1939

A Perspective from Treaties 6, 7, and 8

First Nations in Alberta organized the Indian Association of Alberta. **What do the objectives of the association, quoted below, tell you about the reason it was founded?**

The aims of the Indian Association of Alberta shall be:

1. To maintain treaty rights.
2. To advance the social and economic welfare of **Indian** peoples.
3. To secure better educational facilities and opportunities.
4. To cooperate with federal, provincial and local governments for the benefit of Indians.

— Constitution of the Indian Association of Alberta.

1946

A Perspective from Treaty 6

We made treaties with Great Britain and the trust was given to the Canadian government to live up to our treaties. Ever since the first treaties, First Nations have felt that [Canadian] officials have not complied with those treaties.

— John Tootoosis, Poundmaker Cree Nation, 1947.

CANADIAN GOVERNMENT VIEWS

1939

The economic adjustment of the Indians to modern life is a large problem. We need to make the Indians lead the normal life of the ordinary Canadian citizen.

— Adapted from a statement by T.R.I. MacInnes, secretary of Canada's Indian Affairs Branch.

A Nakoda man, whose name is unknown, ploughs a field on the Nakoda reserve near Calgary. Government policies and the Indian Act sought to replace the traditional ways of First Nations with European ways, such as farming. For example, at points in its history, the Indian Act prohibited First Nations people from wearing traditional clothing.



1970

A Perspective from Treaties 6, 7, and 8

To preserve our culture it is necessary to preserve our status, rights, lands and traditions. Our treaties are the basis of our rights... The treaties are historic, moral and legal obligations... The government must declare that it accepts the treaties as binding...

— The Indian Association of Alberta, *Citizens Plus*, 1970.



Compare the statement above with the statement below. Why might the government have made the statement below? Why might First Nations have protested against this statement?

Harold Cardinal, elected leader of the Indian Association of Alberta, delivers his perspective on Treaty rights to Prime Minister Pierre Trudeau and his cabinet in June 1970. Harold Cardinal considered First Nations people as full citizens of Canada, with all the rights of individual Canadians, and with collective rights in addition. He captured this idea with the term “citizens plus,” which became the title of a paper on Treaty rights he helped author for the Indian Association of Alberta in 1970. Part of the paper is quoted above.

1969

Canada cannot be a just society and keep discriminatory legislation on its statute book. The barriers created by special legislation, such as treaties, can generally be struck down. The treaties need to be reviewed to see how they can be equitably ended.

— Adapted from the “Statement of the Government of Canada on Indian Policy,” 1969.

Jean Chrétien was Minister of Indian Affairs when Canada’s government released the “Statement of the Government of Canada on Indian Policy.” The release triggered an intense protest from First Nations.



1870
1880
1890
1900
1910
1920
1930
1940
1950
1960
1970
1980
1990
2000
2010

FIRST NATIONS PERSPECTIVES

entrenching:
fixing firmly within

patriate: to bring to a country something that belongs to the country

1980

A Perspective from Treaties 4, 6, and 10

We, the First Nations, proclaim our dedication and commitment to the recognition of our unique history and destiny within Canada by **entrenching** our treaty and Aboriginal rights within the constitution. Only in this way can we truly fulfill the sacred obligation handed down to us by our forefathers for future generations. Anything less would result in the betrayal of our heritage and destiny.

— Adapted from a presentation to Canada’s parliament by the Federation of Saskatchewan Indians, December 1980.



This photo shows First Nations delegates from the Federation of Saskatchewan Indians in London in 1980 to petition Britain’s parliament for inclusion of Aboriginal rights in Canada’s constitution. Britain, as a former colonial power, controlled Canada’s constitution. First Nations, Métis and Inuit peoples realized Britain might consider changing the constitution before it was **patriated**. In the end, their work ensured Canada made this change. The result: section 35 of Canada’s constitution recognizes First Nations, Métis and Inuit peoples as Aboriginal peoples, and recognizes their existing Treaty and Aboriginal rights.

CANADIAN GOVERNMENT VIEWS

1982: The Constitution

I speak of a Canada where men and women of Aboriginal ancestry, of French and British heritage, of the diverse cultures of the world, demonstrate the will to share this land in peace, in justice, and with mutual respect.

— Prime Minister Pierre Trudeau, April 17, 1982 at the proclamation ceremony for the constitution.



Prime Minister Pierre Trudeau led negotiations to patriate Canada’s constitution in 1982. He did not agree, at first, with including the rights of First Nations, Métis and Inuit peoples in the constitution. He believed Aboriginal people needed to be equal with other Canadians. He viewed laws that set them apart — such as the Numbered Treaties or provisions in the constitution — as obstacles to their equality. Aboriginal peoples viewed these laws differently — as affirmations of their identity. They used their democratic rights to voice their perspective.

HOW TO IDENTIFY AND ANALYZE INFORMATION SOURCES

What’s the difference between primary and secondary sources?

Primary sources are created by people who actually saw or participated in an event and recorded their reactions to that event immediately after the event occurred. Secondary sources are created by someone not present at the event, or are interpretations of events that already occurred.

There are many types of information sources — for example:

- Written documents, such as letters, news articles, diaries, biographies, legal documents, quotes or interviews.
- Websites and e-mails.
- Recordings and videos.
- Photographs, paintings and drawings.
- Artifacts such as clothing or objects.

Using the questions below, work with a partner to identify two examples of information sources in this section. How does the source contribute to your understanding of the issues regarding collective rights? Create a chart to organize your ideas.

How to Identify and Analyze Information Sources	Example	Example
Is the source primary or secondary?		
Is the source reliable and knowledgeable about the subject? How do you know?		
What views or perspectives does the source contain? How does this affect its validity?		
When was the source created?		
Why was it created?		
What does the source tell you about collective rights?		



Compare and contrast two sources from this chapter to determine to what extent they affirm the collective rights of First Nations, Métis or official language minorities. Identify the sections in the Charter of Rights and Freedoms associated with the collective rights you describe.

Using your research skills, find one or two other sources to support your examples from the chapter. *Refer to the Skills Centre on pages 360 to 362 to give you ideas for other types of sources you can research.* Write a paragraph summarizing your information and share it with the class.



What is the Indian Act?

So far, this chapter has explored the collective rights of First Nations in the Numbered Treaties. This exploration mentioned the **Indian Act**, because the Indian Act demonstrated something important about the way Canada's government understood Treaty rights. This page and the next examine the Indian Act in more depth.

- The Numbered Treaties confirmed the Canadian government's duty to protect the collective rights of First Nations. The Indian Act was one way the government attempted to do this. Under the act, the federal government is able to develop specific policies and programs to administer Treaty rights to First Nations.
- The act affirmed the collective rights of First Nations. It also created officials for each reserve — “Indian Agents” — with the power to decide individually how the government would fulfill its duties. This meant there were many interpretations of what Treaty rights meant on a case-by-case basis.
- The Indian Act dates from 1876. At the time, Canada's government thought it appropriate to make laws for First Nations without consulting them. This connects to Canada's colonial past, when people of European descent believed their cultures superior to other cultures (**ethnocentrism**).
- The act defines who may be registered as a “status Indian” with Treaty rights. This means the federal government mostly controls these decisions, not First Nations themselves. The Indian Act was — and is — a way for the government to administer Treaty rights to Treaty peoples.
- The act originally aimed to **assimilate** First Nations peoples.
 - It defined how First Nations peoples had to conduct their affairs, such as band elections, although First Nations had their own ways of governing themselves.
 - At points in its history, the act restricted the right of First Nations people to travel freely, to take political action, to wear traditional dress, and to take part in traditional ceremonies.
 - Until 1960, the act required First Nations people to give up their legal identity and Treaty rights to gain the right to vote.
- Pressure from First Nations has caused Canada's government to revise the Indian Act several times. The act remains in force today.

assimilate: become part of a different cultural group

ethnocentrism: the belief that one's culture is superior to all other cultures

Indian Act: federal legislation related to the rights and status of First Nations peoples (“status Indians”), first passed in 1876 and amended several times

DID YOU KNOW?

Under section 87 of the Indian Act, some First Nations people living on reserves do not pay taxes. Most First Nations people, however, do pay taxes.

connect to the big ideas

1. Why might the Indian Act both challenge and affirm First Nations identity today? Propose a response and back it up with evidence from this page.
2. How could you check your response with the views of First Nations? Create a brief research plan for gathering the views of First Nations in Alberta. **Refer to pages 355 to 359 in the Skills Centre for tips on developing a research plan.**



Changing the Indian Act

First Nations and Canada's government agree that the Indian Act needs updating. But First Nations rejected the government's attempt in 2002. **What issues about updating the act does this news article reveal?**

First Nations vow to battle bill

June 14, 2002

OTTAWA — Ottawa has unveiled legislation to replace the Indian Act: Bill C-61, the First Nations Governance Act.

"This legislation puts the power to handle community governance affairs where it belongs, in the hands of First Nations people themselves," said Indian Affairs Minister Bob Nault.

Many First Nations say the government did not consult them adequately before drafting the bill. They reject the bill in principle, because it does not recognize their status as nations with the right to make rules for themselves.

Among its many measures, the First Nations Governance Act would establish codes of conduct for First Nations officials and require First Nations to prepare budgets for public review. As well, it would allow First Nations to make bylaws for their reserves.

Assembly of First Nations Grand Chief Matthew Coon Come ripped up the bill in full view of hundreds of First Nations protestors on Parliament Hill. He called the bill "the Indian Act, Part II."

"I believe that we as First Nations have a right to determine our own political institutions, to establish our own political societies. We are not children. We can manage, coordinate, administer and run our own affairs," he said.

Roberta Jamieson, chief of the Six Nations of the Grand River, describes the bill as a new form of colonialism. It's "little more than a new rule book," she says.

Minister Nault says the bill is needed because the 126-year-old Indian Act is outdated.

— Based on research into events, views and perspectives.

SPOT AND RESPOND TO THE ISSUE

What should be done about the Indian Act today? Consider the steps in **Spot and Respond to the Issue** on pages 12 and 13. What individuals and groups does this issue affect most? How does it connect to their sense of citizenship and collective identity?

Arron Turkey, 6, of the Six Nations of the Grand River in Ontario, takes part in a protest along with Elder Gordon Lee of Ermineskin Cree Nation, Alberta, on Parliament Hill to protest the First Nations Governance Act, June 14, 2002.




Analyzing Historical Context

In this chapter, you have explored laws related to the collective rights of some peoples in Canada. These laws have included Treaties 6, 7 and 8, the Indian Act and Canada's constitution. In the coming pages of the chapter, you will find information about other laws and collective rights.

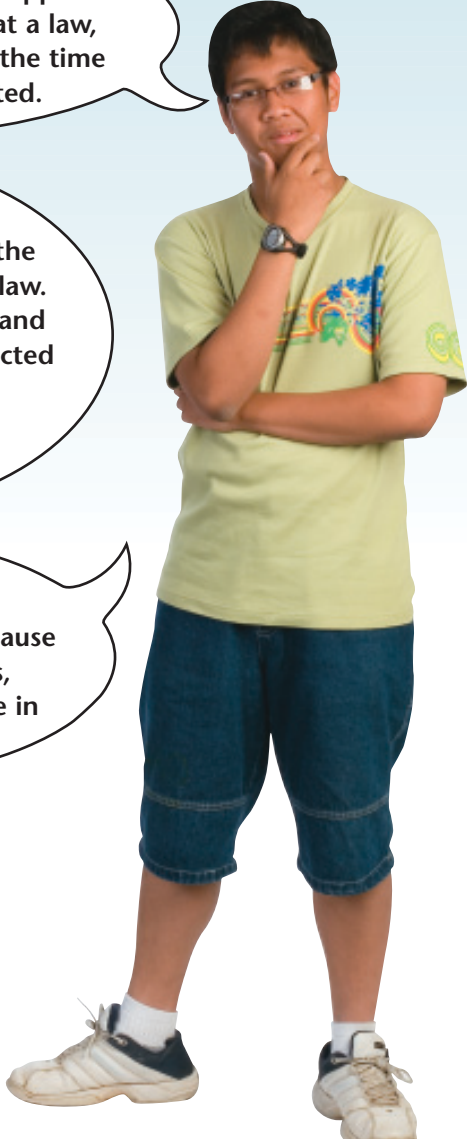
Collective rights have roots in history. How can understanding historical context help you understand collective rights, and their role in Canadian society today?



HOW DO YOU ANALYZE HISTORICAL CONTEXT?



Analyzing historical context is part of analyzing why things happened in the past. It's about looking at a law, for example, and investigating the time in which the law was created.



If you are researching a law, you need to research events in the past that may have affected the law. You also need to research views and perspectives from the past connected to the law. This will help you understand how and why the law came about.

Understanding historical context can help you develop an informed position on issues, because the past can influence the views, perspectives and actions of people in Canadian society today.

Try this!

Research in more depth one of the laws found in this chapter. Choose from the list below. Use the questions in the chart below as a model for analyzing the historical context of the law you choose.

Laws Affirming Collective Rights

- Treaties 6, 7 and 8
- Indian Act
- Official Bilingualism
- Minority Language Education Rights
- Manitoba Act
- Section 35, Constitution Act

TOPIC: *Treaty 8*

Inquiry	Student Notes
1. When was the law created?	<i>1899</i>
2. What events had an impact on the law?	<i>- Royal Proclamation of 1763 - Loss of the buffalo...</i>
3. What views and perspectives had an impact on the law?	<i>First Nations perspectives: - Treaty 8 was a permanent nation-to-nation agreement... Government views: - Colonial attitude that non-European peoples needed guidance...</i>
4. What issues concerning the law have arisen over time?	<i>- To what extent has Canada's government honoured the terms of the Treaty? - How should Canadians respond to the collective rights of Treaty 8 First Nations?</i>
5. Why have these issues arisen?	<i>- The government's policy of residential schools because... - The impacts of Indian Act on First Nations because...</i>
6. How does the law affect citizenship for all Canadians today?	<i>- Treaty 8 First Nations continue to seek recognition of their Treaty rights, so...</i>



Read the chart carefully. How do the questions relate to the perspective of Treaty 8 First Nations today? Choose one question and describe a connection.

What collective rights do official language groups have under the Charter?

WHAT'S IN THIS SECTION

This section presents information about the collective rights of **Francophones**, set out in Canada's Charter of Rights and Freedoms. You will find:

- A map about language majorities and minorities in Canada.
- Interviews with a Francophone student and an **Anglophone** student, describing how their collective rights affect their quality of life.
- Backgrounders about the history of the rights of Canada's **official language communities**.
- Flow charts showing the effect of those rights in Alberta and Québec.

What are you looking for?

As you read the section, look for:

- The challenges and opportunities Francophones face in maintaining their culture and identity.
- The effectiveness of the Charter in fostering Francophone identity.

Anglophone: a person whose first language is English

Francophone: a person whose first language is French

official language community: one of the groups in Canadian society whose members speak an official language of Canada — French or English — as their first language

This Francophone school in Fort McMurray has classes from Kindergarten to Grade 12. Alberta has Francophone schools because of the official language minority education rights of Franco-Albertans, recognized and protected in Canada's Charter of Rights and Freedoms.



What are official language minorities?

The next page presents an interview with a Francophone student from Saint-Isidore, Alberta, followed by an interview with an Anglophone student in the city of Québec. **What do Francophone students in Alberta and Anglophone students in Québec have in common? Use information from the map below to formulate your answer.**

Languages spoken by the majority in Canada, 2001



connect to the big ideas

Use evidence from the map to complete the activities below. *Go to the Skills Centre on pages 345 and 346 for tips on reading this map.*



1. Minority means a small group within a larger group. Why are Francophones in Alberta, such as those living in Saint-Isidore, considered to be living in a “minority setting”?
2. What challenges and opportunities does affirming Francophone and Anglophone identity create for Canada? Describe a challenge and opportunity for Francophones in Saint-Isidore, and a challenge and opportunity for Anglophones in Québec.

Une Élève Parle

A Student Speaks

Rachel St. Laurent is a Grade 10 student at École Héritage, a Francophone school in Falher, Alberta, established in 1988 because of section 23 rights in Canada's Charter of Rights and Freedoms (see below). Rachel lives in Saint-Isidore, a Francophone community near Peace River. Francophones in Alberta belong to one of Canada's **official language minorities**.

I have attended a Francophone school ever since I was in kindergarten. My whole family is Francophone. I think it's important to go to a Francophone school because it shows my community that I'm really trying to be involved in French.

I want to keep my French language my whole life, and to pass it on to my kids. I think it's important, both for myself and for my community, to keep my French and to show it off. It shows people that everybody's different, and nobody's better than somebody else just because they speak another language.

French is the first language for just about everybody in Saint-Isidore. When I'm done with school, I'm planning to become a hairdresser. My friends and I want to own our own company. So it will be really useful to speak both French and English. I feel lucky to be bilingual.

I sometimes worry about losing my French. It takes effort to speak French in everyday life, because in Alberta almost everyone speaks English.

WHAT'S A FRANCOPHONE SCHOOL?

Rachel's school, École Héritage, is one of 26 Francophone schools in Alberta. Francophone schools and school boards are a right of Alberta's Francophone minority under section 23 of Canada's Charter of Rights and Freedoms, just as Anglophone schools are a right of the Anglophone minority in Québec.

Francophone schools provide instruction for Francophone students — students whose first language is French. They are different from French immersion schools, which teach French to students whose first language is not French.

Francophone schools affirm the identity of Francophone students, their families and their communities.



official language minority: a group that speaks one of Canada's official languages (English or French) and that does not make up the majority population of a province or territory



How do Rachel's rights as a Francophone affect her quality of life?

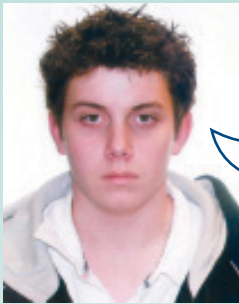


How does Rachel represent the concerns of a minority-language speaker?



Living en Anglais

Devin Mens is an English-speaking student who attends Québec High School in the city of Québec. Québec High School is one of many schools in the province of Québec that provides education for Anglophones. Like Francophone schools in Alberta, Devin's school comes from the right of Anglophones in Québec as an official-language minority.



Devin Mens

I'm bilingual, but English is my first language. I'm a lot more comfortable in English. My family speaks English at home.

I feel it's important for me to attend an English school because English is my mother tongue. I feel like I should be educated in my first language. Also, English is the language that has the most possibilities in the field I want to go into later on in life. I want to work in the sciences, and that's mostly in English.

I think my life is similar to students who live in places where English is the majority language. The biggest difference is probably everyday stuff — like having to know French terms at the grocery store. Outside of school and home, I have to speak French most of the time. For example, I'm on a baseball team, and every one of my teammates is Francophone.

I don't worry about losing my identity, living in Québec. If anything, living here makes my Anglophone identity stronger. Because there aren't very many of us here. In the city of Québec, less than 5 percent of people are Anglophones. You're more aware of the fact that you're an English-speaking person when you're in a French-speaking society.



How does Devin represent the concerns of a minority-language speaker?



The city of Québec is the oldest permanent European settlement in Canada, established by France in 1608. It is the capital of the majority French-speaking province of Québec today.

What are the Charter rights of official language groups?

Official bilingualism

- Sections 16 to 20 of the Charter establish French and English as official languages of Canada, and the right of Canadian citizens to conduct their affairs with the federal government in either official language.
- These sections also establish New Brunswick as an officially bilingual province.

Minority language education rights

- Section 23 of the Charter says that a French-speaking or English-speaking minority population of sufficient size in any province has the right to **publicly funded** schools that serve their language community.

 How do the collective rights and identity of Francophones reflect and affirm their history?

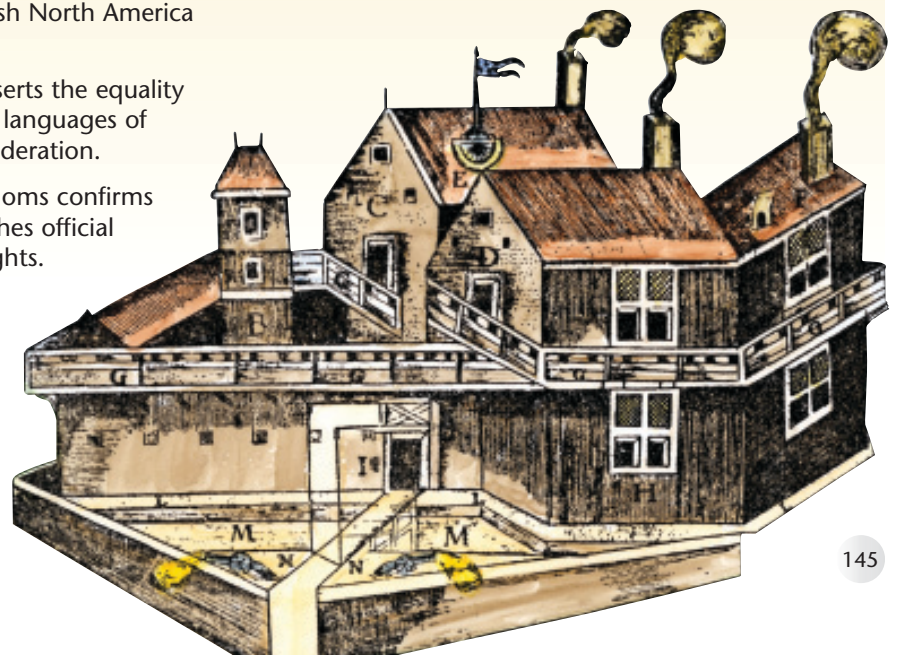
publicly funded: paid for by taxes and provided by government

The rights of Francophones in Canada today reflect the deep roots of Francophones in Canada's past.

Francophones in Québec and in Canada have supported legislation to protect their language and preserve their culture in majority and minority settings.

- 1608** Samuel de Champlain founds the city of Québec, and establishes New France in North America.
- 1774** Britain passes the Québec Act, recognizing the rights of Francophones to their language and identity.
- 1867** Confederation establishes Canada as a bilingual, bicultural nation under the British North America (BNA) Act.
- 1969** The Official Languages Act reasserts the equality of French and English as official languages of Canada, as established at Confederation.
- 1982** The Charter of Rights and Freedoms confirms official bilingualism and establishes official language minority education rights.

The French established the first permanent European settlements in what became Canada, and developed important relationships with First Nations during the fur trade. This illustration, drawn by Samuel de Champlain, shows the *habitation* the French built at Québec in 1608.

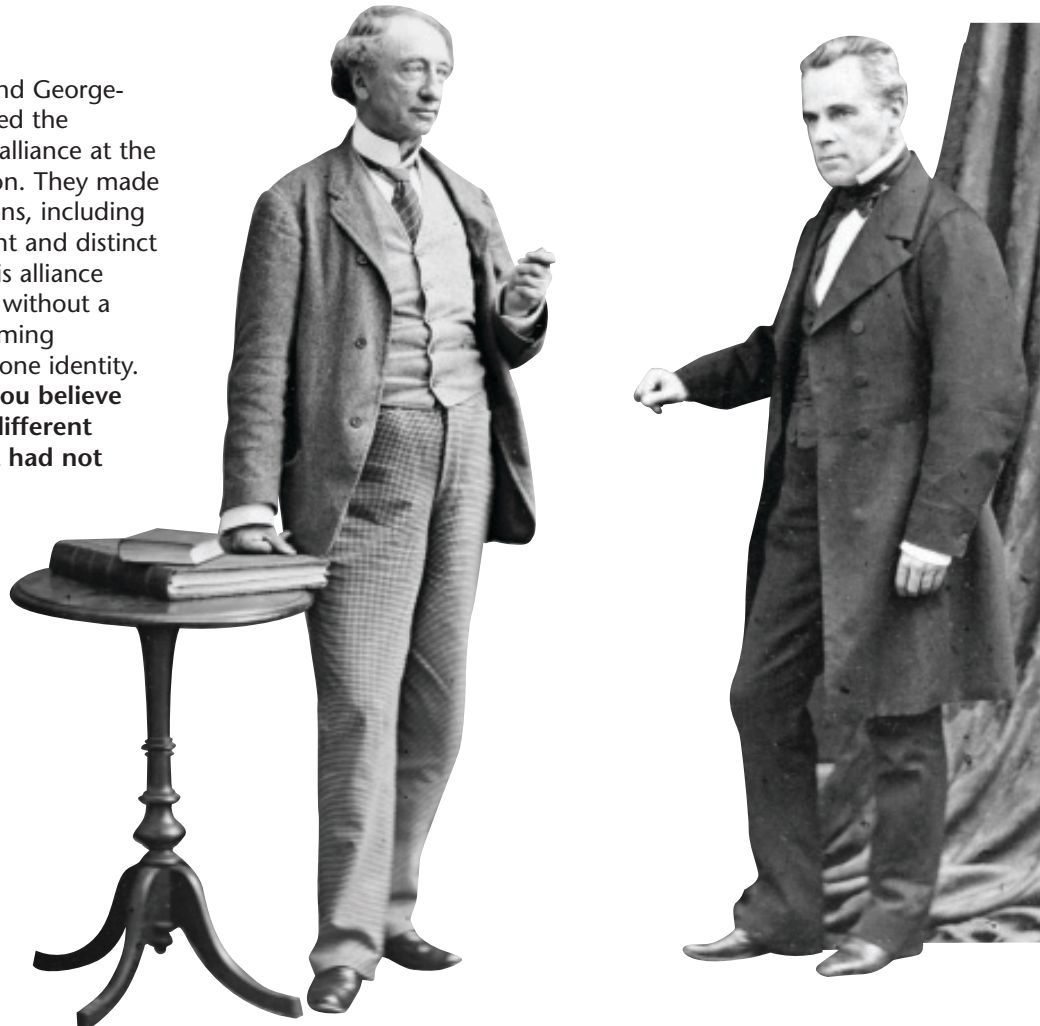


How has the Charter affected Francophone education?

Where do the Charter rights of official language groups come from?

- Rights for Francophones and Anglophones are part of what made Confederation, and so Canada, possible.
- Under the British North America Act (BNA Act) in 1867, Confederation established Canada as a bicultural, bilingual country with rights for Francophones and Anglophones.
- It made French and English official languages of Canada's parliament.
- It guaranteed public schools for the Protestant minority in Québec and the Catholic minorities in the rest of Canada. The “rest of Canada” at that time included Ontario, Nova Scotia and New Brunswick. These religion-based rights corresponded to English–French language divisions in Canada at the time, since most Protestants spoke English and most Catholics spoke French.

John A. Macdonald (left) and George-Étienne Cartier (right) forged the Francophone-Anglophone alliance at the foundation of Confederation. They made the alliance for many reasons, including a desire to stay independent and distinct from the United States. This alliance would not have happened without a commitment to rights affirming Francophone and Anglophone identity. **Think critically:** How do you believe life in Canada would be different today if this commitment had not been made in 1867?



DID YOU KNOW?

Confederation established Canada as a bilingual, bicultural country with education rights for Protestants and Catholics. But, for many years, the equality of Francophones and Anglophones was more of an ideal than a reality, especially for Francophones in minority settings.

In what way did the following acts and resolutions draw the founding principles of Confederation into question?

1890 Manitoba Schools Act

Manitoba entered Confederation in 1870, as a bilingual province with rights to publicly funded Catholic schools that served the Francophone community and Protestant schools that served the Anglophone community. Although these rights had been hard won by Louis Riel, and central to the entry of Manitoba into Confederation, the Manitoba Schools Act:

- Abolished public funding for Catholic schools.
- Made Manitoba an officially English-only province.

1892 Haultain Resolution and North-West Territories Ordinance Number 22

Before Alberta became a province, it was part of the North-West Territories, which was officially bilingual and had publicly funded Catholic schools and Protestant schools.

- The Haultain Resolution was proposed by the premier of the territory, Frederick Haultain, and passed by the territory assembly. It called for the proceedings of the assembly to be English only.
- Ordinance Number 22 required English as the language of instruction in all schools.



What effect do you think the laws

described on this page would have on a minority-language group?

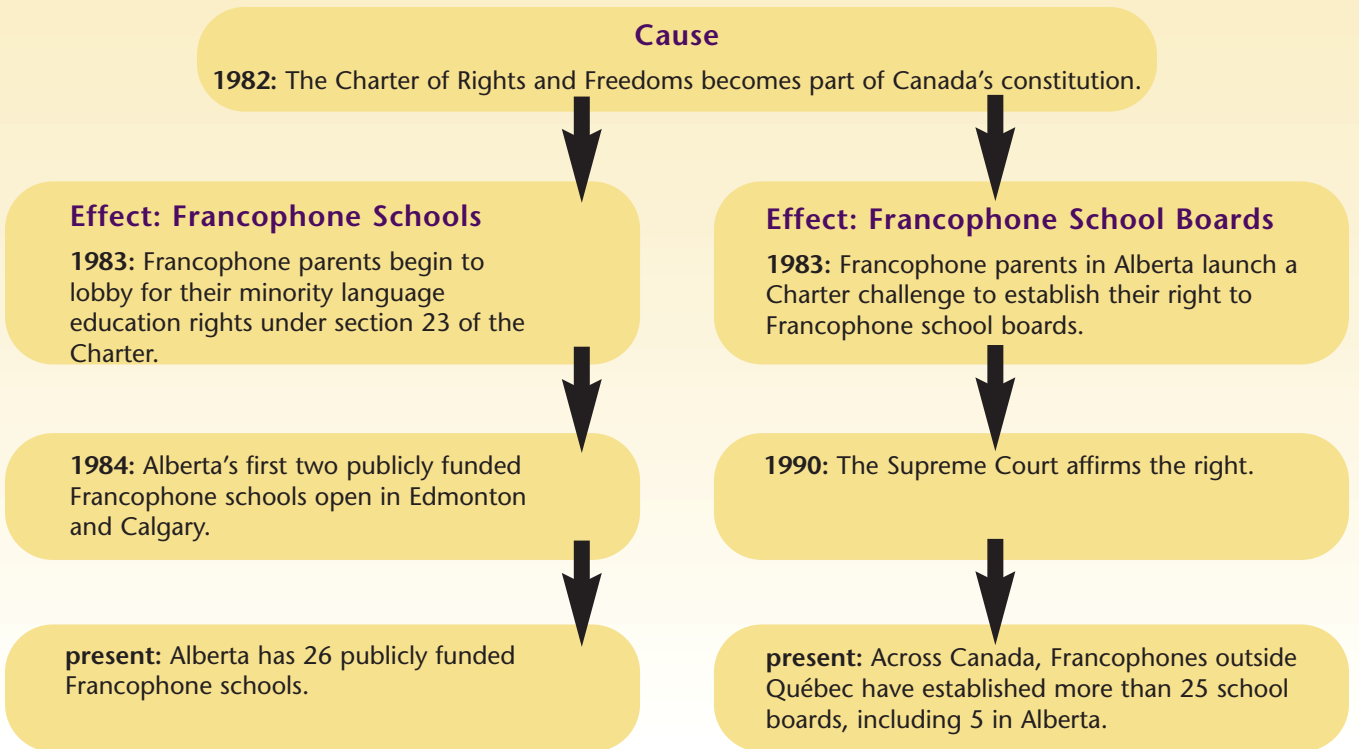


Decisions about the language of government and instruction had a direct impact on the lives of Francophones in Alberta, such as the Vasseur family in Sylvan Lake. This photo was taken in 1908.

The Charter and Official Language Minority Education Rights

When Prime Minister Pierre Trudeau sought to patriate Canada’s constitution in 1982, he saw an opportunity to renew Canada’s commitment to official language rights, established in the BNA Act in 1867 and in the Official Languages Act in 1969. He considered section 23, which sets out the education rights of official language minorities, particularly important. **How does the chart below convey the impact of section 23?**

THE CHARTER AND FRANCOPHONE EDUCATION RIGHTS IN ALBERTA



connect to the big ideas

1. Create a diagram that illustrates your understanding of the relationship between language and identity. Explain it to a partner.
2. How effectively does the Charter support the identity of Francophones in minority settings? Use evidence from this page to back up your conclusion.
3. To what extent should provincial and federal governments in Canada support and promote the education rights of official language minorities? Back up your position with three points about the history of these rights. Explain how the inclusion of these rights in the Charter affects your answer.
4. What languages are recognized by provincial and territorial governments today? Go online to find up-to-date information.

Putting Francophone Rights into Action



It's one thing to have a right and it's another to access that right. A right makes a difference in your life only when you use it. Nothing happens automatically from entrenching a right in the Charter.

In 1982, the rights in section 23 were new to us — they were new to everybody. So, the first step was understanding what the right granted us. Then, we had to educate others about what the right meant: that Francophones in Alberta could establish French first-language schools for themselves, distinct from other schools. This was the same right the English minority in Québec had had since Confederation.

This upset some people. But Francophones need Francophone schools — this one thing, distinct, for us. We need it for the survival of our community.

For Francophone students to become contributing members of our country and the world, they need to learn in their first language, and in an environment that supports their identity. They need to learn from other Francophones and hear the stories — learn the stories. Not just so they can retell the stories, but so they can create with them, and find new ways of being Francophone.

People in the majority don't have to think about what supports their identity. The supports are just there. But they aren't "just there" for us.

When you're a Francophone in a minority setting, the English-speaking world is all around you. If you don't pay attention, you can become assimilated. Francophone schools make you aware that you have a choice. If you want to remain Francophone, it's a decision. You have to make it consciously and often.

The fact of the right, and using the right, makes me proud as a citizen. I'm living in a country that allows me to say, "I'm legitimate. I have a right to be here." I really feel good about that for myself, my family, my community — and for Canada.



CRITICAL THINKING CHALLENGE

How does official bilingualism help create a society in which all Canadians belong?



Claudette Roy, C.M., led her community to obtain the first publicly funded Francophone school in Edmonton in 1984, after section 23 of the Charter of Rights and Freedoms enshrined minority language education rights in Canada's constitution. She was named to the Order of Canada in 2000 for her work in education.



CRITICAL THINKING CHALLENGE

In what way is asserting collective rights an act of citizenship? In what way does it build a society in which people of different identities and perspectives can belong?

How does the Charter affect Francophone identity in Québec?

In 1977, Québec’s government passed the *Charte de la langue française* (Charter of the French Language), or Bill 101. Use the evidence on this page to establish the connection of this law to Francophone identity in Québec, and the impact of Canada’s Charter of Rights and Freedoms on the law.

1977

Bill 101: *Charte de la langue française*

This Québec law sets down rules for protecting and promoting the use of the French language in Québec. It states these reasons:

- French-speaking people are a distinct people and French is the language that expresses their identity.
- The people of Québec want to make French the language of government and the everyday language of work, education and business.



BEFORE CHARTER

Rule: Commercial signs may use only French.

Rule: Francophones and immigrants in Québec must attend Francophone schools.

1982: Section 23 Rights, Charter of Rights and Freedoms

Freedom of expression

Anglophone businesses seek the right to use English on signs.

Equality rights

Francophone and immigrant parents in Québec seek the right to educate their children in English.

AFTER CHARTER

1988

Supreme Court decision: The law can require signs to use French, but cannot prohibit the use of English in addition. The law can require French to be more prominent than English.

2005

Supreme Court decision: Francophone parents do not have a right to educate their children in Anglophone schools in Québec, since this violates the intent of section 23 to protect Francophone identity as a minority culture in Canada. Immigrant parents have this right, if their children have already received some education in English.

This parking-ticket dispenser in Montréal reflects the law about commercial signs in Québec: it displays both French and English, and makes French prominent to the extent that it displays French first. **Think critically: Why might Canadians have different perspectives on what this sign represents about affirming Francophone identity in Québec?**



connect to the big ideas

1. Citizenship involves building a society that includes you and everyone. How do the collective rights of Francophones affect citizenship? Brainstorm three ways in which rights of official language groups in Canada affect your responsibilities as a citizen of Canada.
2. Read the statement below from Montréal MP Denis Coderre. What responsibilities of citizenship does it reflect?
3. Why might some Francophones have a different perspective than Denis Coderre on the significance of the Charter?
4. Using electronic publishing tools, write and publish an editorial stating your position on the question: How do collective rights affect quality of life for everyone in Canada? Support your ideas with facts and examples from this section.

The Charter of Rights and Freedoms says you can be equal and different at the same time.

That's the purpose of the Charter of Rights and Freedoms: to protect your freedoms and to protect who you are — your place in this great nation. It says we can be different from one another, and that we are all first-class citizens, too.

In Canada, we believe in sharing our different cultures, while also being full participants in overall issues. That's the beauty of our country. The Charter reflects our common goal to add our different identities to Canada, not replace them.

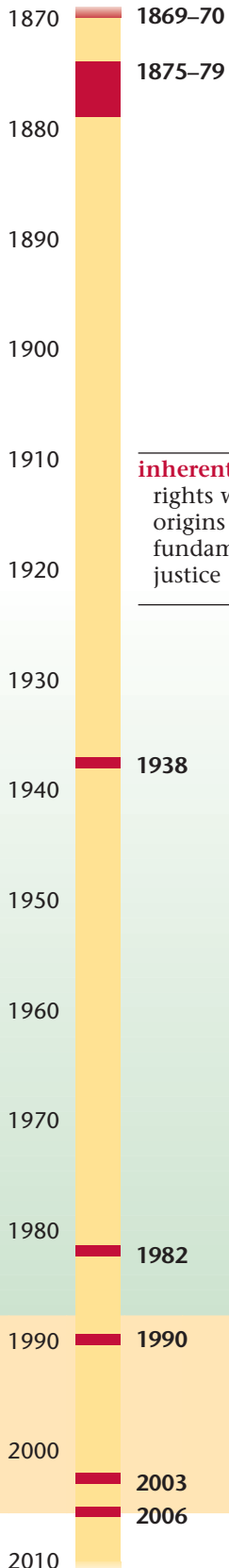
The Charter is clearly a fundamental law that defines who Canadians are.



Denis Coderre is an MP from Montréal. In 2002, he was Minister of Citizenship and Immigration. **Think critically:** To what extent does the Charter affect Denis Coderre's quality of life?



According to Denis Coderre, how do collective rights affect quality of life for everyone in Canada?



What laws recognize the collective rights of the Métis?

WHAT'S IN THIS SECTION

This section describes the history of Métis rights in Canada. It presents:

- An annotated timeline of events and legislation affecting Métis rights.
- An interview with a Métis leader, presenting a Métis perspective on this people's collective rights.

What are you looking for?

The Métis are one of Canada's Aboriginal peoples under section 35 of Canada's constitution. Unlike First Nations, the Métis do not have any historic treaties with Canada's government.

As an Aboriginal people of Canada, the Métis consider rights to land, and rights to use the land in traditional ways, as **inherent rights** — rights they have because they are First Peoples. The coming section presents a timeline of events related to the recognition of these rights for the Métis in Canada.

In Canada today, the Métis are represented by several organizations. This chapter presents the perspectives of two organizations in Alberta: the Métis Nation of Alberta and the Métis Settlements General Council. It also presents other views and perspectives related to the events in the timeline — in particular, the views of Canada's government.

As you investigate the timeline, look for:

- Examples of views and perspectives that had an impact on the recognition of Métis rights over time.
- Ways the Métis have used section 35 of the constitution in exercising their rights over time.

1869–1870

The Métis-led Red River Resistance resulted in the Manitoba Act, passed by Canada's parliament. The act established Manitoba as a bilingual province, with education rights for Catholics and Protestants, and Métis land rights. The act specified the Métis would receive more than 500 000 hectares of land in addition to the farms they had established along the Red River.

scrip: in Métis history, a document that could be exchanged for land and that was offered to the Métis at the time the Numbered Treaties were negotiated



This photo shows the provisional government established by the Métis at the Red River Settlement in 1869, with Louis Riel as its president. As a Métis and a Francophone with Catholic roots, Riel championed the cause of both Métis and Francophone rights in what became western Canada. The creation of the provisional government reflected the perspective of Francophones and the Métis in Red River: that Canada's government needed to negotiate with them about their entry into Canada. Until the Red River Resistance, Canada's government held the view that negotiations were not necessary.

1875–1879

Canada's government issued **scrip** to the Métis, instead of establishing Métis lands in Manitoba. In some cases, it offered the Métis a choice: to accept scrip or to become "Treaty Indians" under a Numbered Treaty. In the view of Canada's government, the Métis did not have the same rights to land as First Nations — and did not require reserves. The Métis perspective was — and is — that the Métis have rights to land as an Aboriginal people.



This photo shows land scrip issued to Baptiste Forcier, June 23, 1894.

Scrip could be exchanged for land, but the Métis found it difficult to use scrip to establish a large tract of land where they could live together. Many Métis sold their scrip and left Manitoba. They moved west, into what would become Saskatchewan and Alberta.

1885



The Northwest Resistance sought to protect Métis lands in what is today Saskatchewan, as the railway and settlers moved into western Canada. Canadians had — and have — different interpretations of this event in Canadian history. For many Métis, it was a way to assert their rights, like the Red River Resistance. For others — including Canada’s government at the time — it was an attempt to overthrow Canada’s authority.

Louis Riel led the Northwest Resistance, which ended in a military conflict between the Métis and Canada’s government. The Métis had

sent petitions to Canada’s government about their land rights, but the government did not respond.

Historians continue to analyze why Canada’s government did not respond: did the government neglect, or did it dismiss, the petitions?

Louis Riel was tried and hung for treason in Regina on November 16, 1885. At the time, Canada’s government, and many Anglophones, agreed with Riel’s sentence. Most Francophones opposed it, and saw it as a betrayal of the Francophone-Anglophone agreement at the foundation of Confederation. Today, many Canadians — including Francophones, Anglophones and the Métis — consider Louis Riel a “Father of Confederation” who upheld the rights of Aboriginal peoples and Francophones in western Canada.



These graves at Batoche mark where most of the fighting occurred in 1885. The graves represent values and attitudes in history: the people who died here — both Métis and government soldiers — felt so strongly about their different positions on the issue of Métis rights that they gave their lives.

1896–1910

Métis settlers established farms at St. Paul des Métis — near what is today St. Paul, Alberta — on land provided by the Catholic Church. The Métis did not have title to this land, however, and had to leave when the settlement was closed.



CRITICAL THINKING CHALLENGE How does understanding the complexity of views and perspectives about Louis Riel connect to citizenship in Canada today?

1938

L'Association des Métis de l'Alberta et des Territoires du Nord-Ouest lobbied Alberta's government to set aside land for the Métis. Alberta's government passed the Métis Population Betterment Act in 1938, which established twelve temporary Métis settlements. This was the first time in Canada's history that a government had provided the Métis with land.

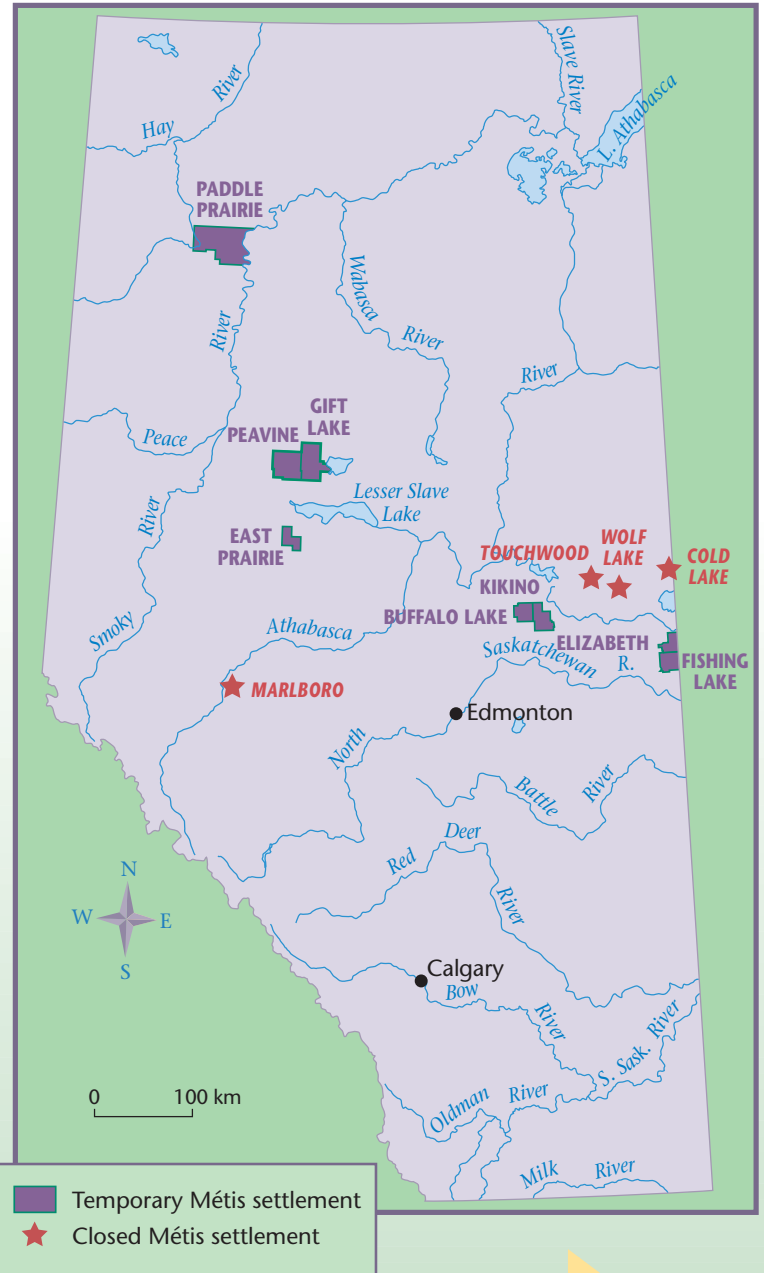
1940–1960

The temporary settlements did not give the Métis control of the land. When four of the settlements proved unsuitable for farming, hunting or fishing, the settlements were closed and the land went back to the government of Alberta.



James Brady, Malcolm Norris, Felix Calihoo, Peter Tomkins and Joseph Dion founded *L'Association des Métis de l'Alberta* (now the Métis Nation of Alberta) in 1932, during the Great Depression. The association took action to improve the lives of the Métis, because many Métis were hit hard by the Depression. It lobbied for Métis settlements, but not everyone agreed on the role land should play in the Métis' future. James Brady, for example, saw the settlements as something temporary that the Métis would not always need.

Métis Settlements in Alberta, 1938–1960



How does the information on this page demonstrate that the Métis have diverse perspectives? What other examples of differences in views and perspectives can you find in this section?

1982

The Métis lobbied for recognition of Métis rights in Canada’s constitution. When the constitution was patriated, it included section 35, which recognizes the Métis as one of Canada’s Aboriginal peoples with rights.

Harry Daniels (standing, centre) worked to ensure that Canada’s constitution recognized Métis rights. This photo shows him during constitutional negotiations in February 1981. He is listening as Peter Ittinuar (right), MP for the eastern Arctic, makes a point to Jean Chrétien, then Canada’s justice minister.



Elmer Ghostkeeper, president of the Federation of Métis Settlements of Alberta from 1980 to 1984, describes a meeting with Alberta’s premier Peter Lougheed on November 20, 1981. At the meeting, Ghostkeeper and Lougheed crafted the wording that established Métis rights in Canada’s constitution.



Section 35

Constitution Act, 1982

The existing Aboriginal and Treaty rights of the Aboriginal peoples of Canada are recognized and affirmed. Aboriginal peoples include the Indian, Inuit, and Métis peoples of Canada.




How do these events reflect the Métis struggle to gain collective rights? How do they reflect changes in the view of Canada’s government regarding Métis collective rights?

1990

Alberta’s government enacted legislation under which the Métis received the Métis settlements as a permanent land base with the right to manage their own affairs. The legislation included:

- Constitution of Alberta Amendment Act.
- Métis Settlements Accord Implementation Act.
- Métis Settlements Act.
- Métis Settlements Land Protection Act.

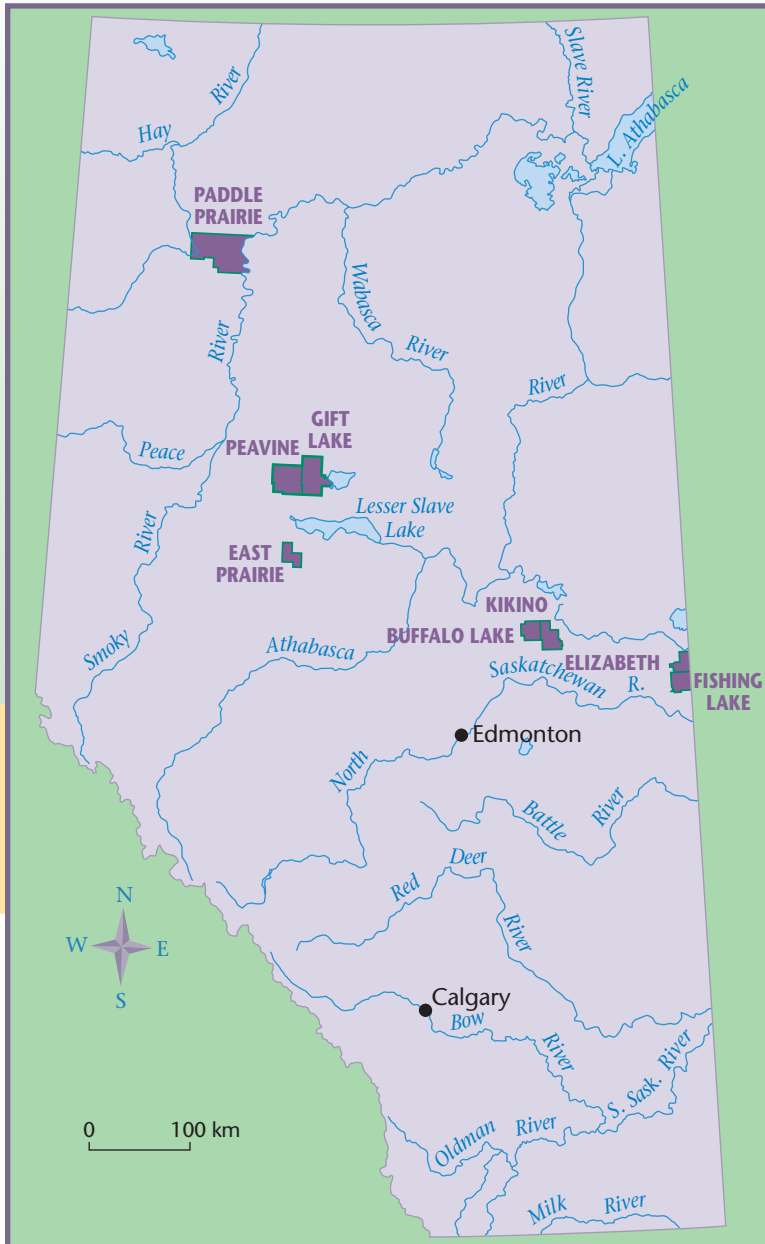
In addition, an agreement with Alberta’s government established the right of the Métis to participate in the development of oil and gas resources on settlement lands.



How does the recognition of the right to land affirm the collective identity of the Métis?

autonomy: authority to make decisions

Métis Settlements in Alberta, 2007



The creation of permanent, self-governing settlements for the Métis came from negotiations between the Métis of the settlements and the government of Alberta. In 1982, a joint government-Métis committee was struck. In 1984, it called for new legislation to give the Métis Settlements more **autonomy**. In 1990, we finally had a place we could call home.

Susan Cardinal Lamouche is the elected secretary of the Métis Settlements General Council in Alberta.



The Métis Settlements General Council (MSGC) holds the collective rights of the Métis to the settlement lands. Taken together, the settlements cover more than 200 000 hectares, an area roughly the size of P.E.I. This makes the MSGC the single largest landholder in Alberta.



Steve Powley, a Métis from Ontario, was charged with hunting without a licence in 1993. He fought the charge for ten years, based on his rights as an Aboriginal person under Canada's constitution. He eventually won in a Supreme Court decision.

2003

The Supreme Court ruled that the Métis have the right to hunt and fish, as one of Canada's Aboriginal peoples under the constitution. These rights recognize the unique relationship to the land of the Métis, based in history and their inherent rights as an Aboriginal people.

2004

In two separate negotiations, the Métis Settlements General Council and the Métis Nation of Alberta struck agreements with Alberta's government recognizing Métis hunting and fishing rights. The agreements ensured that the Métis could hunt and fish for food, and that they did not need licences. In 2007, the Alberta government put rules in place that restricted these rights without agreement from the Métis organizations. Albertans have different views and perspectives about Métis harvesting rights. Some endorse the rights and see them as part of the Métis' heritage as an Aboriginal people. Others believe everyone in Alberta should have the same rights to hunt and fish, under laws and licencing regulations set by the provincial government.



CRITICAL THINKING CHALLENGE What view of Métis collective rights does the Alberta government's 2007 decision about harvesting rights reflect?

Winnipeg today stands on land the Métis would have claimed under the guarantees of the Manitoba Act.

2006

In April, the Métis in Manitoba launched a court case seeking compensation for land promised, but not delivered, in the Manitoba Act.



connect to the big ideas

1. Based on information in this section, what would you say is the most important legislation that recognizes Métis collective rights in Canada? Why?
2. Consider an example from today of diverse perspectives and views on Métis collective rights. Describe some factors, based on the history in this section, that might explain the different views and perspectives.

How do the Métis see their rights?

Audrey Poitras was first elected president of the Métis Nation of Alberta in 1996. The Métis Nation of Alberta has more than 35 000 members. Its mandate is to represent the Métis in government decision-making processes and to provide services to Métis people, such as housing and funds for education.



In 2007, as elected president of the Métis Nation of Alberta, Audrey Poitras represented her organization's members in negotiations and debates on issues of concern to Canadians.

One of the fundamental aspects of Métis rights is our ability to define ourselves. It's not up to the government, or non-Métis people, to define who is Métis. Only the Métis Nation itself can make those kinds of distinctions.

The recognition of Métis rights goes hand in hand with the sense of identity for many people. The recognition gives them the courage to reconnect with their heritage, and to once again be proud of who they are.

It's been a constant battle to have our rights recognized. But one thing we do know: our rights are enshrined in Canada's constitution at a national level.

The interpretation of Métis rights falls to the different provinces, and many provinces have a very narrow interpretation of our rights. Although we have come a long way, there's a long way to go.

Gerald Cunningham is a member of the East Prairie Métis Settlement and was elected president of the Métis Settlements General Council (MSGC) in 2007. The MSGC is the governing body of the eight Métis Settlements in Alberta, with approximately 9000 members.



In 2007, as elected president of the Métis Settlements General Council, Gerald Cunningham represented the Métis of Alberta's Métis Settlements.

The most important part for me is that the Métis are now recognized in the Canadian constitution as one of the Aboriginal peoples in Canada. Métis people are now proud of who they are. A lot of people did not identify themselves as Métis before, but you can see from the 2006 census of Canada that more people are coming forward as Métis. Over the past decade, the Métis population was the fastest growing Aboriginal group, up 72 percent in Alberta and more than 90 percent in Canada.

At the present time, the box labelled "Métis rights in Canada" only contains harvesting rights. Métis across the country have to work together to fill that box up and further define our Métis rights.



CRITICAL THINKING CHALLENGE Why might the Métis organizations described on this page have different perspectives on Métis collective rights?



Why are the collective rights of the Métis important to Audrey Poitras and Gerald Cunningham?



Wrap Up Your Task

For your chapter task, you need to create a display for an exhibit on collective rights. Now is the time to reflect back on all your research and draw conclusions on what you have learned.

Summarize Your Ideas

Gather all the information you have that answers the question: How has collective-rights legislation over time shaped who we are as Canadians? Review and summarize your information, writing it up in a report in an organized, persuasive and logical way. Reflect back on your report to determine if you need more information or if information is missing.

Prepare Your Display

Think about what you would like in your display and what products would be most persuasive in communicating your ideas. You can combine products or just choose one. For example:

- Create a slide show with text, graphics or video clips explaining your research. In the background, you could have music that reflects the theme of your ideas.
- Create a poster with charts, pictures and text that illustrates your research.
- Create sound or DVD recordings of interviews you conduct with people who hold collective rights.

What do displays in museums usually include? Think of how you could guide someone through what you have learned about collective rights with visuals and explanations. Some displays also include sounds and music.

TIPS FOR PREPARING A DISPLAY

- ✓ Complete your background research and summarize it in a report.
- ✓ Develop a plan of what you want in your display and what information would work best with different products or formats.
- ✓ Complete one part of your display at a time.
- ✓ Make sure to include titles, subtitles and headings to help the audience understand how the information is organized.
- ✓ Be creative in how you pull it together!



Chapter 4 Review

WHAT DID CHAPTER 4 EXPLORE?

- What laws recognize the collective rights of First Nations peoples?
- What collective rights do official language groups have under the Charter?
- What laws recognize the collective rights of the Métis?

Revisit the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

To what extent has Canada affirmed collective rights?

Work through the directions for “Demonstrating Your Learning” on page 55 to present your position.

Share What You Know

Conduct a roundtable discussion with a small group about legislation concerning the collective rights explored in this chapter. Identify an event from this chapter that you think is most crucial in affirming the rights of a group. Explain how this event affects your identity and quality of life as a citizen in Canada. Support your explanation with facts and reasons. *Refer to the Skills Centre on page 372 for ideas on conducting roundtable discussions.*



Take Action

Organize a panel discussion on collective rights at your school. Invite guest speakers to present their views on the challenges and opportunities of affirming collective rights in Canada. Choose speakers based on your research from the previous activity. With the assistance of your teacher, prepare a media release to send out to local newspapers and media groups inviting them to the event.

Reflect Before You Forget

Reflect on what you learned about collective rights in this chapter. Complete these thoughts:

- In this chapter I discovered... about analyzing historical context.
- The most important thing I learned in this chapter about collective rights is...
- One thing I'd like to know about how groups exercise their rights is...

Link with Technology

Do an online search of community groups and organizations supporting the collective rights of First Nations, Francophone and Métis peoples.

Using technology, create a brochure profiling the viewpoints and perspectives of two or three of the groups on affirming collective rights. Share your brochure with your classmates or the school community.

CHAPTER 5

How well do Canada's immigration laws and policies respond to immigration issues?

immigration: the process of people establishing homes, and often citizenship, in a country that is not their native country

Canada's government used posters such as these in the late 1800s to recruit immigrants. It wanted to recruit immigrants to fulfill the objectives of the National Policy: to promote Canadian industry, finish the national railway and settle the west. The National Policy was formulated by John A. Macdonald's Conservative government in 1873. To recruit immigrants, the government targeted the U.S., Britain and many parts of Europe, but not countries with French-speaking populations, such as France, Belgium or Switzerland.

Take an informal survey of how many of your friends have ancestors from other countries. The families of many Canadians originated in other parts of the world and immigrated to Canada. How does Canada benefit from new **immigration**? How does the government respond to emerging issues related to immigration today?

This chapter explores Canada's immigration laws and policies. These say who can come to Canada from other countries to work and live.

Immigration is an important part of Canada's legislative framework because it affects the quality of life of Canadians and of people who seek to build a home in Canada. People want to come to Canada for many reasons. Quality of life in Canada pulls many people. Canada also offers shelter to refugees, who are pushed out of their home countries by war and other circumstances.

Immigration poses opportunities and challenges for citizenship: for building a society in which all Canadians — existing and new — belong.

As you read, you will assess how effectively Canada's immigration laws and policies meet the needs of all Canadians. Think about how the government responds to emerging issues that arise from immigration.



FOCUS QUESTIONS

- What criteria does Canada use when accepting immigrants and refugees?
- How do the individual and collective rights of Canadians influence immigration laws and policies?
- How do provinces influence immigration laws and policies?



Examine the posters. What factors affected immigration in the past?

Based on the photographs below, what challenges and opportunities does immigration create for Canada today?

This sign is an opportunity for someone. Canada accepts more immigrants when it faces labour shortages, including immigrants with specific skills to fill demand for workers in particular jobs.



This is Michaëlle Jean, a Francophone originally from Haiti, appointed governor general of Canada in 2005. Immigration can affect the identity of people who come to Canada and of people who already live here, including groups in Canada with collective rights. Immigration creates a mix of cultures, where people need to learn each other's beliefs, values and worldviews.



This photo shows a refugee camp in north Darfur, Sudan. Conflict in Sudan made the people in this camp flee their homes. Canada has obligations to shelter people who need to escape war and other dangers.



Immigration policy needs to take into account the security, health and quality of life of people who already live in Canada.



Create a storyboard about issues concerning immigration in Canada.

Your Role

Canada's leading educational multimedia company is creating a series of documentaries related to citizenship and immigration in Canada. The producers of the series want to highlight current issues that affect immigration policy. They are asking for young producers to submit a proposal, in the form of a storyboard, for a documentary.

Your proposed documentary needs to answer this question:

What factors should shape Canada's immigration policies most: economic, political, health or security?

You will research one issue and create a storyboard that outlines your research and conclusions.

Your Presentation

Your research should reflect:

- An evaluation of the factors and issues that influence immigration policies.
- An understanding of how government responds to issues related to immigration.
- Facts, ideas and other evidence supporting your ideas.

Immigration has an impact on citizenship, identity and quality of life. Share your ideas on issues that arise from immigration in Canada!

Ahcene Zouaoui immigrated to Canada from Algeria, a country with many French-speaking people. He and his family chose to live in Montréal, where the majority of people speak French. In this 2002 photo, he is stocking shelves in his father's grocery store in Montréal. **Think critically: What opportunities and challenges does immigration create for citizenship in Canada? Whose perspectives should you include in your documentary?**



Let's get started!

As you read and take notes, evaluate the factors related to Canada's immigration policies. After, rate each one on a scale of 1 to 5 to identify which factor, in your opinion, should be most important.

	Economic Factors	Political Factors	Health Factors	Security Factors
Why was the policy developed?				
What individuals and groups in society are affected?				
What are the issues or problems involved?				
In what ways is quality of life affected?				
What views and perspectives exist about the policy?				
How does the government respond to the issues?				
Overall Rating	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

In my opinion, _____ should influence Canada's immigration policies and most because...

What criteria does Canada use when accepting immigrants and refugees?

WHAT'S IN THIS SECTION

In this section, you will read about the criteria the government uses to accept immigrants into Canada. You will find:

- Types of immigration legislation related to immigrants and refugees.
- A comic illustrating Canada's point system.
- Factors influencing immigration policies.

What are you looking for?

As you read the section, look for:

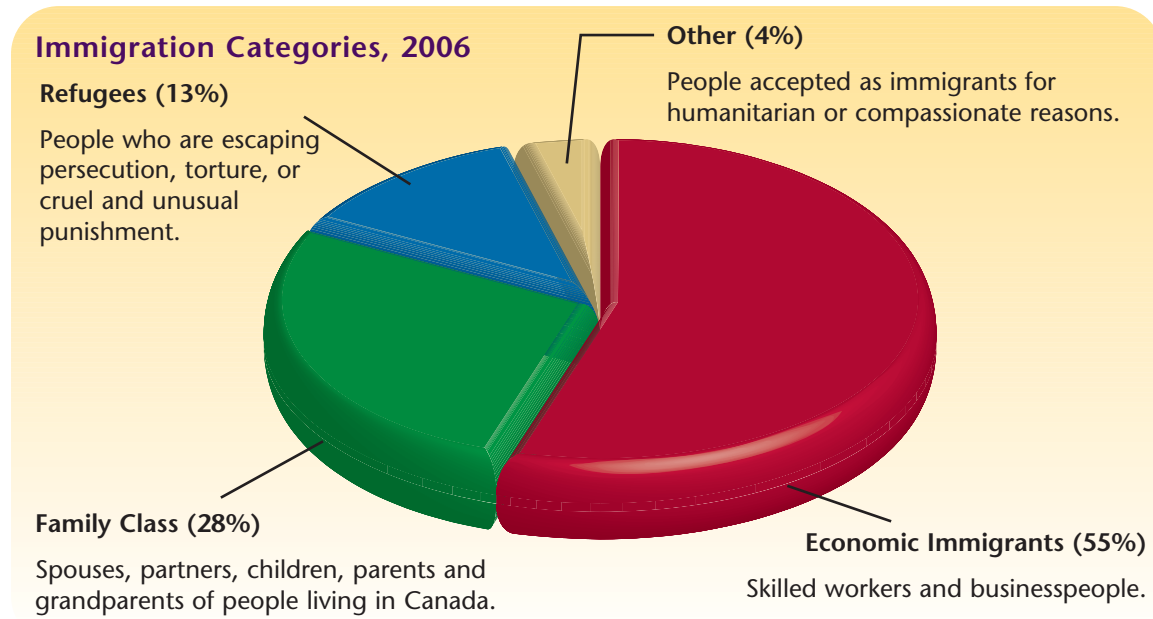
- The criteria Canada has used and still uses when accepting immigrants and refugees into the country.
- Advantages and disadvantages of Canada's point system.
- Issues related to immigration legislation.

When you become a citizen of Canada, you swear to be faithful to Canada's monarch, to observe the laws of Canada, and to fulfill your duties as a citizen. You gain the right to vote. This photo demonstrates two kinds of decisions: the decision of these people to become citizens of Canada, and the decision of Canada to accept them as immigrants. **Think critically: What factors may have influenced these decisions?**



What is the Immigration and Refugee Protection Act?

- The Immigration and Refugee Protection Act dates from 2002. It is the most recent of many laws Canada has had about immigration since it became a country in 1867.
- It establishes categories of who can come to Canada from other countries to make permanent homes here.
- It lays out the objectives of those categories.



Some Objectives of the Immigration and Refugee Protection Act, 2002

Objectives for immigration:

- Pursue social, cultural and economic benefits for all Canadians.
- Respect the bilingual and multicultural character of Canada.
- Support the development of minority official language communities in Canada.
- Share the benefits of immigration and support a prosperous economy across all regions of Canada.
- Reunite families in Canada.
- Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society.

For the objectives of the act regarding refugees, see page 177.



What are the underlying values reflected in the objectives of the act? What do they mean for citizenship and identity in Canada?

How does immigration aim to meet Canada's workforce needs?

demographic: to do with the characteristics of populations

labour force growth: the growth of the “labour force,” or the number of people who can work

The following statement comes from Citizenship and Immigration Canada, which is the federal department responsible for putting Canada's immigration legislation into action. It comes from a document that describes the government's plans for immigration in the future.

What benefits of immigration does this source identify for Canada?



What issues affecting immigration are illustrated in the plan?



In what ways does the plan attempt to meet the needs of Canadians?

2006–2007 Plans and Priorities
Immigration has largely defined what Canada is today and has been a sustaining feature of Canada's history. Waves of immigration have built and transformed the population while making significant contributions to the development of our economy, our society and our culture.

Immigration will continue to play a key role in building the Canada of tomorrow and in supporting our economic growth. Like many other industrialized countries, Canada is facing significant **demographic** changes. According to Statistics Canada, sometime between 2025 and 2030, the number of births to Canadian parents will equal the number of deaths. If Canada's population is to continue to grow, immigration will be the source of this growth, unless birth and death rates change.

These demographic factors are also slowing Canada's labour force growth. **Labour force growth** is key to ensuring economic growth. Sometime between 2011 and 2016, the number of Canadians entering the labour force will equal the number of people retiring. Without immigration, Canada's labour force will shrink.

— Adapted from *2006–2007 Report on Plans and Priorities*, Citizenship and Immigration Canada, p. 5.



CRITICAL THINKING CHALLENGE

In 2007, Canada accepted more than 250 000 immigrants — one of the highest numbers in the last 50 years. What might be the reason for this policy?

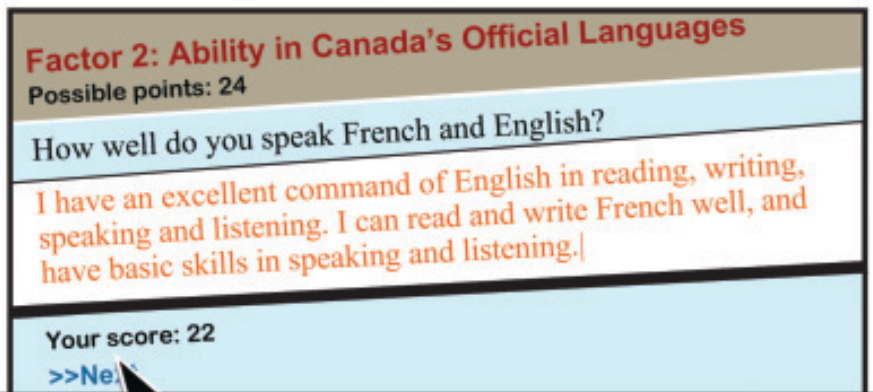
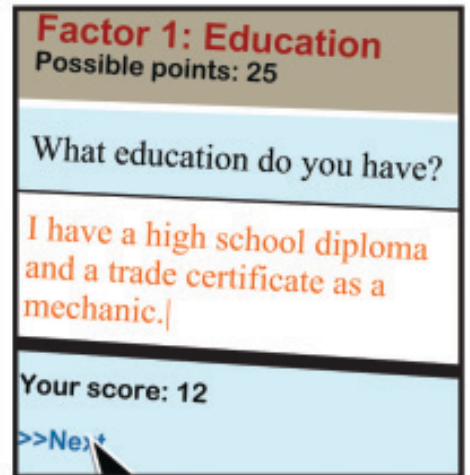
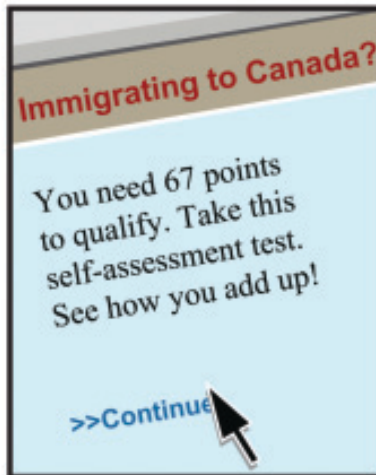
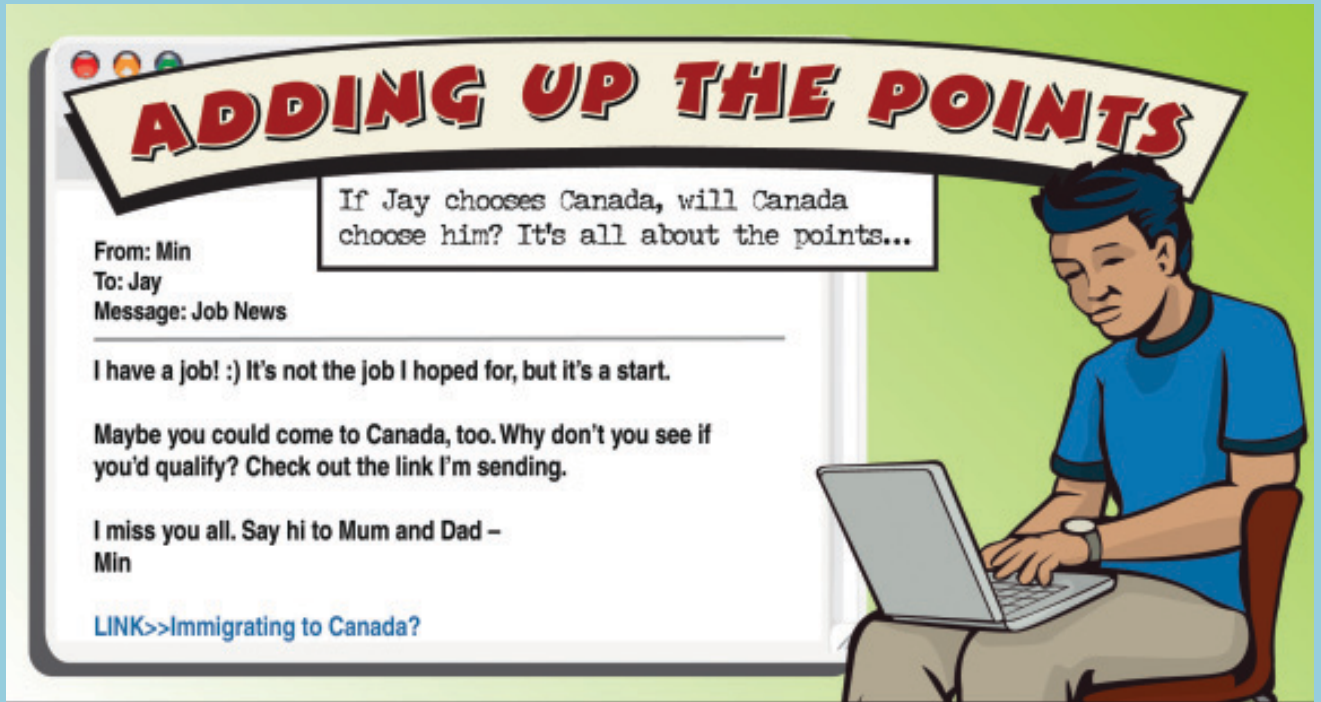
WHAT'S A LAW VERSUS A POLICY?

Governments create laws, and they also create policies. A law describes principles or conditions that must be followed. A policy describes objectives of the government, within the law.

Example: Immigration

- Immigration *law* says who is allowed into Canada.
- Immigration *policy* sets the procedures for evaluating immigrants and says how many people are allowed into Canada from year to year.

For another example of law versus policy, see page 131.



Factor 3: Work Experience
Possible points: 21

What work experience do you have?

I have worked as a heavy equipment operator for almost four years.

Your score: 19

>>Next

Factor 4: Age
Possible points: 10

How old are you?

I am 24 years old.

Your score: 10

>>Next

Finally! Full points!

Factor 5: Arranged Employment
Possible points: 10

Has an employer in Canada already offered you a job?

Yes _ No X

Your score: 0

>>Next

Factor 6: Adaptability
Possible points: 10

What factors in your background will help you adapt to life in Canada?

I have a sister living in Canada, but I have never worked or studied there.

Your score: 5

>>Click here for your total score

Here goes!

Your total score: 68
Total points possible: 100

YOU QUALIFY!

>>Click here for next steps

Min? I qualify. What do you think I should do?

Next Steps
To emigrate to Canada, you need to:

- Complete a formal application and submit it to Citizenship and Immigration Canada.
- Pay an application fee.
- Pass a medical exam that shows you do not have any illnesses that could endanger Canadians or strain Canada's health care system.
- Pass a security check that shows you have no criminal record and are not a security risk to Canada.

Based on a self-assessment test for potential immigrants, available online from Citizenship and Immigration Canada, 2007.

Go online and check out the self-assessment test yourself. How do the points add up for you?

Why do you think immigration criteria exist? Why might Canadians have different views and perspectives on these criteria?



connect to the big ideas

1. How does the comic "Adding Up the Points" demonstrate that economics is a factor that influences who Canada accepts as immigrants? Identify points in the story where this factor comes into play. What other factors — political factors, and health and security — can you identify in the comic?
2. How might decisions about immigration based on economics affect your quality of life?
3. Consider the information about the photo below, then answer this question:
What issues arise from immigration based on economic factors?



Alla Andrusiv, in the green sweater, celebrates Canada Day in 2007 with other recent immigrants. She is a doctor from Ukraine, who arrived in Canada in 2006. "My qualifications aren't recognized here and I would have to start again... I'm like many professionals. We gave up good jobs and came here to work as cleaners or in restaurants. It's extremely frustrating. But I hope to return to medicine, perhaps as a nurse."

What is the point system for accepting immigrants?

The comic you read in the previous section explores Canada's point system. The point system is part of the criteria Canada uses to decide who to accept as immigrants.

- The point system dates from 1967.
- It applies only to economic immigrants (skilled workers and professionals). Refugees and family-class immigrants do not have to qualify under the point system.
- If a person is not a refugee or a family-class immigrant, they must qualify under Canada's point system to enter Canada as an immigrant.
- Economic immigrants make up the biggest group of immigrants to Canada (see page 167).



CRITICAL THINKING CHALLENGE

How might assessing the health, background and experience of immigrants connect to Canadians' right to "security of the person" under the Charter of Rights and Freedoms?

How does health factor into qualifying as an immigrant?

Every potential economic immigrant to Canada must provide proof that they are in good health. A person may be refused entry to Canada if:

- Their health could put the health of Canadians at risk — for example, they have tuberculosis.
- They have a condition that could endanger public safety — for example, a mental disorder.
- Their health could put an "excessive demand" on Canada's health services — for example, HIV/AIDS.

None of these health requirements apply to people entering Canada as refugees or as family-class immigrants.

connect to the big ideas

1. What are some advantages and disadvantages of Canada's point system? Create a chart organizing your ideas. Compare ideas with a partner.
2. Working with a group of two or three, develop criteria for accepting new immigrants into the country. Think about what's important — for example, what Canadians need, what is fair to applicants. Share your criteria with the class. Be prepared to explain the reasons for your criteria.
3. Over the next few weeks, scan your local newspaper for articles about immigration. What current issues are being debated? Create a media collage of the articles you find. Work with a partner to share your information and your opinions.

How are Canada's immigration laws today different than in the past?

- No one today is excluded from Canada because of their race or country of origin. The point system, for example, evaluates people based on their skills and education.
- In the past, Canada favoured immigrants of British ancestry and restricted immigration from Asian countries, such as China and India.



This photo from 1914 shows people from India protesting Canada's immigration policies. They arrived in Vancouver on a Japanese ship called the *Komagata Maru*. At the time, Canada's government allowed people from India to enter Canada only if they sailed directly from India without stopping anywhere. Since no shipping line offered this service, Canada's policy excluded immigrants from India. Canadian officials did not let the passengers of the *Komagata Maru* off the ship. Supporters of the protest challenged this decision in court, but lost the case. After two months, the ship was forced to return to Asia.



Debbie Yam of Toronto displays the head-tax certificate of her Chinese grandfather. Between 1885 and 1923, Canada discouraged immigration from China by requiring every Chinese immigrant to pay a fixed fee, known as a head tax. This was one of several laws that restricted immigration from Asia. Today, and for more than a decade, people from Asia have made up the largest group of immigrants to Canada. In 2006, Canada's government formally apologized to Canada's Chinese citizens for the head tax.

 **CRITICAL THINKING CHALLENGE**

Why do you think Canada's immigration policies have changed over time? How do you think they might change in the future?



Volunteering a Welcome

Fahd Mirza volunteers with the Calgary Bridge Foundation, an organization that offers services to help immigrants and refugees adjust to life in Canada. He is 19 years old and an immigrant himself.



Fahd Mirza came to Canada fourteen months ago with his parents. He feels a responsibility to give back to Canada, because of the opportunities Canada has given him. **Think critically:** How do his actions reflect active citizenship?

We came to Canada because my parents wanted a better quality of life than in Pakistan. There's so much stress in terms of survival in Karachi — the city I'm from. Crime is one of the major problems. You don't know if you're going to get home safe or not.

Canadian society has helped me in every single way. The most important part is welcoming me and integrating me without any concerns. It has provided me with opportunities for education and work. The government of Canada makes sure that our rights and freedoms are protected.

I found out about the Calgary Bridge Foundation last year at school. Our teacher invited the Foundation to talk about the Homework Club, where immigrant kids from Grades 1 through 12 get mentors, like me, to assist them with schoolwork. I help kids in Grades 5, 6 and 9 — especially with math and science because I'm really good at math and science.

Being a volunteer gives me so much personal satisfaction. It helps me so much, just a few hours in the whole week. I've learned a lot about different cultures and traditions. The kids I work with come from Saudi Arabia, India, Pakistan, Nepal and Sri Lanka. We learn from each other. The most important lesson is how to live together.

The big reason I volunteer is that I want to pay back Canadian society for all the things that it has done for me. For welcoming me. Not every country does that.

connect to the big ideas


The Calgary Bridge Foundation is one of several organizations in Alberta that offers assistance to immigrants and refugees. Check the yellow pages of your phone book under "associations." Or check online. What organizations are in your community? How could you or your class volunteer?

Steps to Researching an Issue


In this chapter, you have been learning about factors that affect Canada's immigration laws. **In your opinion, which factors should influence Canada's immigration policies most: economic, political, health or security?** To find out more, do some in-depth research on one of the four factors. Research can help you develop an informed position on issues. It relates to the steps for **Spot and Respond to the Issue** on pages 12 and 13. See the next page for details.



WHAT'S INVOLVED IN RESEARCHING AN ISSUE?

A young boy with glasses, wearing a light green t-shirt and blue shorts, stands with his arms crossed and a hand on his chin, appearing to be in deep thought.

Research starts with questions and ends with conclusions. It sounds like a straight line, but it's really more like a circle. Sometimes you have to change your questions as you learn more about a topic. You have to loop back and adjust your starting point. It's important to keep an open mind.

A young girl with brown hair, wearing a green t-shirt and grey pants, stands with her hands slightly out, appearing to be speaking or explaining something.

I like to make a diagram that shows how I think information might be connected. Then I see how well the information and the diagram match up. I change the diagram to fit what the information tells me, and I then use it to record information. Sometimes I find out I need more information on something.

Try this!

Use these steps to help you research, gather and summarize ideas for your storyboard and complete your project. The numbers down the side of this chart show how this process fits with the steps of **Spot and Respond to the Issue** on pages 12 and 13.

2
4
5

Steps	Notes								
Choose an Issue	What issue do you want to inquire into? <i>To what extent do security issues affect immigration?</i>								
Planning	<p>A plan helps you get started. Begin by writing some questions you would like to investigate on the issue. Then, find out where you will get the information.</p> <table border="1"> <thead> <tr> <th>Questions</th> <th>Information Sources</th> </tr> </thead> <tbody> <tr> <td><i>What security concerns do Canadian officials have?</i></td> <td></td> </tr> <tr> <td><i>How many people are turned away from Canada because of security concerns?</i></td> <td></td> </tr> <tr> <td><i>What groups in Canada have a perspective on the issue?</i></td> <td></td> </tr> </tbody> </table>	Questions	Information Sources	<i>What security concerns do Canadian officials have?</i>		<i>How many people are turned away from Canada because of security concerns?</i>		<i>What groups in Canada have a perspective on the issue?</i>	
Questions	Information Sources								
<i>What security concerns do Canadian officials have?</i>									
<i>How many people are turned away from Canada because of security concerns?</i>									
<i>What groups in Canada have a perspective on the issue?</i>									
Gathering	<p>Locate information from a variety of sources such as the Internet, books, and newspapers. Decide what sources contain the most useful information.</p> <p><i>My checklist for useful information:</i> <i>related to my questions</i> <i>not biased</i> <i>from informed people and organizations</i></p>								
Analyzing	<p>Record key information that helps you know more about your issue, find patterns and draw conclusions. <i>Look for connections among these ideas:</i></p>								
Organizing	<p>Organize the information persuasively. Use your skills of persuasive communication.</p> <p><i>When did we do those steps on persuasive communication? Note: look that up again.</i></p>								
Creating	<p>Create a product that effectively communicates your ideas.</p> <p><i>For my storyboard, I think I'll explain my ideas in a voice-over instead of in writing.</i></p>								
Sharing	<p>Share your research with others.</p> <p><i>My storyboard needs to showcase my research and ideas. Note: be prepared to explain storyboard in class.</i></p>								

I may need to make changes here

as I make changes here

as I learn more here

I may need more information

I may need new connections

What is Canada's policy towards refugees?

Refugees are one of the categories of immigrants established under the Immigration and Refugee Protection Act. Here is some background on how Canada's position on refugees evolved:

- Canada signed the U.N. Convention Relating to the Status of Refugees in 1951.
- During the 1950s and 1960s, Canada offered to shelter refugees in response to specific world crises.
- In 1976, Canada made refugees one of its immigration categories. The change meant that Canada accepted refugees steadily, instead of crisis by crisis.

refugee: a person who seeks refuge in another country because of danger or persecution in their home country

What does the Immigration and Refugee Protection Act say about refugees?

SOME OBJECTIVES OF THE IMMIGRATION AND REFUGEE PROTECTION ACT, 2002

Objectives for Canada's refugee program:

- Save lives and offer protection to people who are displaced and persecuted.
- Fulfill and affirm Canada's international commitments to protect refugees.
- Grant fair consideration to people who claim to be persecuted, as an expression of Canada's humanitarian ideals.
- Offer refuge to people facing persecution because of race, religion, political opinion or membership in a social group, and to people who face torture, or cruel and unusual treatment or punishment.



This photo shows Hungarian refugees boarding a flight to Vancouver in 1956. Canada accepted 37 000 refugees from Hungary who opposed the government of their home country — a government that did not tolerate opposition.



CRITICAL THINKING CHALLENGE What issues might arise from accepting refugees into Canada?



How did qualifying as a refugee to Canada affect Mary's quality of life?



Mary, a refugee from Sudan, now lives in Alberta.

A Refugee's Experience

Mary came to Canada in 2005 as a refugee from Sudan. Civil war in Sudan had broken apart her family and put her life in danger.

Sudan was like World War II. People were fighting everywhere, and nobody knew where they were supposed to go. My family got separated — we couldn't find each other — so that's how I became a refugee.

Later, I learned that my mom was alive and in Canada. So in 2005 I came here with my two brothers. I was 12 years old, and my brothers were 8 and 9.

When we landed in Calgary, my mom came and picked us up at the airport. I hadn't seen her for eight years. I didn't remember her — she seemed like another lady. But because she was my mom, I thought, "Okay, I guess I'll hug her."

When I came to Canada, I didn't know what it would be like. I didn't know it was a nice country, a safe country. I thought that there would be war and fighting, like in Sudan.

I worry about my dad, and my stepmom, and my stepbrothers. I worry about them when I hear on the news that people are still fighting in Sudan. I hope that they're safe.

Canadians are lucky to live where there is no war. And they are lucky to have good schools. They should thank God, because they are lucky.

connect to the big ideas

1. What evidence can you find on pages 177 and 178 that Canada's immigration legislation responds to world issues?
2. What evidence can you find that political factors influence Canada's policies on refugees?

CASE STUDY

How has immigration policy changed in response to security concerns?

Canada's position on refugees evolved in response to world issues. Use the information on this page to investigate another way world issues have shaped Canada's immigration legislation.

Compare the excerpts below. They come from Canada's most recent immigration law and the law in effect before it. **What similarities and differences do you see in these immigration acts? How do you account for them?**

Immigration Act 1976

19. No person shall be granted admission who is a member of any of the following classes:
- persons who have engaged in... acts of espionage or subversion against democratic government, institutions or processes, as they are understood in Canada...
 - persons who there are reasonable grounds to believe will, while in Canada, engage in or instigate the subversion by force of any government...

Immigration and Refugee Protection Act, 2002

34. A permanent resident or a foreign national is inadmissible on security grounds for:
- (a) engaging in an act of espionage or an act of subversion against a democratic government, institution or process as they are understood in Canada;
 - (b) engaging in or instigating the subversion by force of any government;
 - (c) engaging in terrorism;
 - (d) being a danger to the security of Canada;
 - (e) engaging in acts of violence that would or might endanger the lives or safety of persons in Canada; or
 - (f) being a member of an organization that there are reasonable grounds to believe engages, has engaged or will engage in acts referred to in paragraph (a), (b) or (c).



Based on the information

on this page and in the chapter so far, why do you believe issues related to security affect immigration policies?

DID YOU KNOW?

Many events and issues in other parts of the world can result in more people applying as immigrants to Canada. For example:

- Natural disasters, such as floods and earthquakes.
- Population pressures.
- War.
- Poverty.

How do the individual and collective rights of Canadians influence immigration laws and policies?

WHAT'S IN THIS SECTION

This section presents:

- Information and views about a Supreme Court decision involving individual rights and refugees.
- Perspectives of First Nations on immigration policy.
- Interviews about issues for Francophones in Alberta arising from immigration.

What are you looking for?

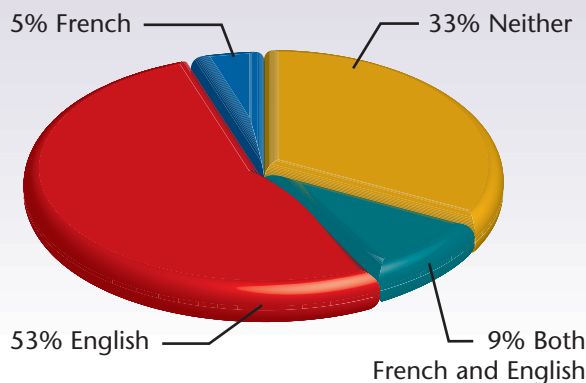
As you work through this section, look for:

- Ways that rights connect to political, economic, health and security factors — the factors at the centre of your chapter task.
- Opportunities and challenges that immigration creates for groups that hold collective rights in Canada.

Note that language qualifications only apply to economic immigrants. Check back to the comic “Adding Up the Points” on pages 169 and 170 to see how. Language qualifications do not apply to family-class immigrants or refugees.

WHAT LANGUAGES DO IMMIGRANTS TO CANADA SPEAK?

Immigrants’ knowledge of French and English, 2006



Top five first languages of immigrants, 2006

Mandarin
English
Arabic
Punjabi
Spanish



Why might the information in this graph connect to issues raised by immigration for Canada’s official language groups?

What is the Singh decision?

In Canada, April 4 is known as Refugee Rights Day, following a 1985 Supreme Court decision known as the Singh decision.

The Facts

- Satnam Singh came to Canada from India seeking refugee status. Canada's government rejected his case under the Immigration Act, 1976.
- The Immigration Act, 1976, did not allow Mr. Singh to state his case in person or to appeal the government's decision on his case.
- The Supreme Court said this violated section 7 of the Charter of Rights and Freedoms, which says: **Everyone has the right to life, liberty and security of the person, and the right not to be deprived thereof except in accordance with the principles of fundamental justice.**
- The Supreme Court said everyone in the Charter means everyone — every person physically present in Canada.



The Result

- People claiming refugee status in Canada have the right to a hearing, which they attend in person.
- Canada established the Immigration and Refugee Board to provide quick and fair hearings.
- Canada's government provides people seeking refugee status with the necessities of life while they wait for a hearing.

Every person who seeks refugee status in Canada, like Imam Said Jaziri pictured here, has a face-to-face hearing with the Immigration and Refugee Board. This is their right because of the Singh decision and Canada's Charter of Rights and Freedoms.

DID YOU KNOW?

The individual rights in the Charter of Rights and Freedoms protect every person in Canada, whether they are citizens or not. The only rights that do not apply to non-citizens are democratic rights, such as the right to vote.

What are some examples of views and perspectives on the Singh decision?

Canadians have different opinions about the Singh decision and still debate its effects today. Here are examples of some opinions that Canadians might express.

The only people who should be considered as immigrants or refugees are those who apply through the proper procedures and are vetted abroad. There should not be an automatic right for refugees or immigrants to come to Canada.

How can you apply to come to Canada from your own country if you're being persecuted there? We need to give people in that situation a full hearing.

The Singh decision was made by unelected officials — Supreme Court judges. Should the Supreme Court be allowed to make such important decisions by itself, without consulting the people of Canada?

It's unfair that Canadian taxpayers have to pay for legal aid, medical care, food, housing and security measures for people who arrive in the country illegally and then claim to be refugees. These rules encourage abuse — people arrive without papers or identification because they can get away with it. Without proof, how do we know who they really are?

We need to protect people who are at risk from human rights violations. Our previous policies violated the Charter of Rights and Freedoms and had to be changed. The Singh decision is consistent with our own human rights legislation and with international treaties Canada has signed.

connect to the big ideas

1. Consider what you have learned about refugee rights on pages 181 and 182. What individual rights do refugees seeking entry into Canada have that Canadian citizens also have? Describe an impact this right has had on immigration law in Canada. Explain why people have different perspectives on this right. What is the connection between refugee rights and citizenship? What do refugee rights have to do with who “belongs” in Canada?
2. Conduct your own informal debate on an issue related to the Singh decision:
To what extent should Canada provide refugee status to all people who request it?

Use what you learned about how to plan and prepare for a debate in Chapter 3 on page 116. *Refer to page 372 in the Skills Centre for more tips on debates.*

skills
centre

How does immigration involve the collective rights of Aboriginal peoples?

- Aboriginal peoples are partners in Canada. They have collective rights under the constitution and a reasonable expectation to be consulted when the government of Canada makes decisions that fundamentally shape the future of the country.
- Treaties and agreements between First Nations, Inuit or Métis peoples and the government of Canada create a commitment for Canada and Aboriginal peoples to work together and share prosperity. Some Aboriginal peoples, however, continue to face health, education and employment challenges linked to poverty and the impact of past policies and laws.
- These challenges can create obstacles to full participation in Canada's economy for individuals from First Nations, Inuit or Métis communities. For example, some people can face difficulty gaining access to educational, training and employment opportunities. Where such conditions exist, they can create issues, especially during times when Canada needs more skilled workers and professionals, and seeks to fill these roles partly through immigration.



CRITICAL THINKING CHALLENGE

What impact do the rights of First Nations, Métis and Inuit peoples have on the way Canada sets immigration, and other laws and policies?



Kathryn Lainchbury is a Métis welding apprentice from Alberta. First Nations, Métis and Inuit peoples are the fastest-growing groups in Canada, and they are under-represented in Canada's workforce. How would more effectively engaging Aboriginal peoples in Canada's economy affect their quality of life, citizenship and identity? Government seeks to create a balanced way to support growth in Canada while meeting the needs and respecting the rights of all peoples. How the government does this can create issues for Canadians.



This page presents a resolution from the Assembly of First Nations.

The resolution reflects the AFN's concern that the federal government is not adequately fulfilling its obligations to First Nations peoples, including its obligation to consult with First Nations, and to allocate resources with the rights and interests of First Nations in mind. How does it reflect a First Nations perspective on immigration?

Assembly of First Nations, Resolution no. 49

Subject: Immigration Entering Canada vs. Addressing Third World Conditions in First Nations Communities

31 October 2005

WHEREAS Canada is known as one of the world's richest countries, yet fails to address the needs of First Nation communities, such as Kashechewan Reserve...

WHEREAS Canada fails to consult with the Assembly of First Nations (AFN) leadership on immigration policies and legislation.

THEREFORE BE IT RESOLVED that the AFN call on the federal government... to freeze all immigration coming into Canada until the federal government addresses, commits, and delivers resources to First Nations to improve the housing conditions, education, health and employment in First Nations communities...

Phil Fontaine was first elected National Chief of the Assembly of First Nations in 1997. The Assembly of First Nations represents many, but not all, First Nations in Canada. The AFN seeks recognition of First Nations as partners in Canada, with a right to share fully in Canada's prosperity.



CRITICAL THINKING CHALLENGE What could be a government perspective and an immigrant perspective on the AFN resolution?

How could a balance among these perspectives be achieved, so that decisions about immigration benefit all people in Canada?



SPOT AND RESPOND TO THE ISSUE

Compare the statement of Citizenship and Immigration Canada on page 168 with the resolution of the Assembly of First Nations on this page. What issues arise from this comparison? Refer to **Spot and Respond to the Issue** on pages 12 and 13 to formulate your answer.

What challenges and opportunities does immigration pose for Franco-Albertan communities?

In 2006, Canada established a five-year plan to help Francophone communities in minority settings attract French-speaking immigrants. **To what extent does this plan meet the needs of Francophones in Alberta, who are in a minority setting? What can you learn from the comments on this page?**

We've been able to establish, in Calgary and in Edmonton, centres to welcome and help Francophone immigrants to get settled. We work with the immigrants to show them how they can become part of the Francophone community, and that they don't have to lose their association with the French language and culture, even if they live in a minority setting, like Alberta.

Ten years ago, if you went into a Francophone school in Alberta, you wouldn't see African children, or very, very few of them. Now, in Edmonton and Calgary, you see them in very large numbers. Their percentage is increasing every year.

This requires a major adjustment for Francophone institutions, to deal with people who come from non-European cultures. We want Francophone organizations to recognize that there's a challenge here: that we need to welcome and integrate people from non-European cultures, particularly from French Africa.

Francophones need a vision for French-speaking immigration to this province. Too many French-speaking immigrants, when they get here, become only numbers — statistics no different than all the other immigrants. Students gravitate to the English schools. The parents are not involved in the schools. We need to talk about these issues related to immigration

Frank McMahon is a former dean of Campus Saint-Jean, University of Alberta. He helped to organize a Francophone symposium on integrating French-speaking immigrants to Alberta in 2008.



Paulin Mulatris is a professor of sociology at Campus Saint-Jean, University of Alberta. Like Frank McMahon, he contributed to the Francophone symposium on integration. Dr. Mulatris immigrated to Canada from the Democratic Republic of Congo.



CRITICAL THINKING CHALLENGE

A symposium is an event where people share ideas. **How does organizing and attending a symposium demonstrate active citizenship?**

connect to the big ideas

1. To what extent do Frank McMahon and Paulin Mulatris have the same or different perspectives on immigration? Back up your conclusions with evidence from this page.
2. Identify and explain one connection between the chart on page 180 and the perspectives of Frank McMahon and Paulin Mulatris on this page.

How do provinces influence immigration laws and policies?

WHAT'S IN THIS SECTION

In this section you will read about:

- A map describing where immigrants settle in Canada.
- Point-form notes about ways provinces influence immigration.

What are you looking for?

As you read this section, look for:

- Facts about the regional distribution of immigrants.
- How the distribution of immigrants affects the quality of life of Canadians.
- How federal immigration laws attempt to respond.

Yolande James is *Ministre de l'Immigration et des Communautés culturelles* (Minister of Immigration and Cultural Communities) in Québec. Immigration is a responsibility of Canada's federal government. **Think critically:** Why do you think Québec might have its own immigration minister? What other provinces have their own immigration ministers?



How does immigration affect Canada's cities and regions?

Use the information on pages 188 to 191 to consider some of the impacts immigration has on Canada.

HOW TO ASK GEOGRAPHIC QUESTIONS

Geographic questions explore how people and their physical surroundings affect one another. They help you learn more about issues because they make you inquire in new ways. They help you connect issues to the physical world, and draw conclusions about your surroundings.

When you examine the map and chart on the next page, start digging into geographic connections with these questions:

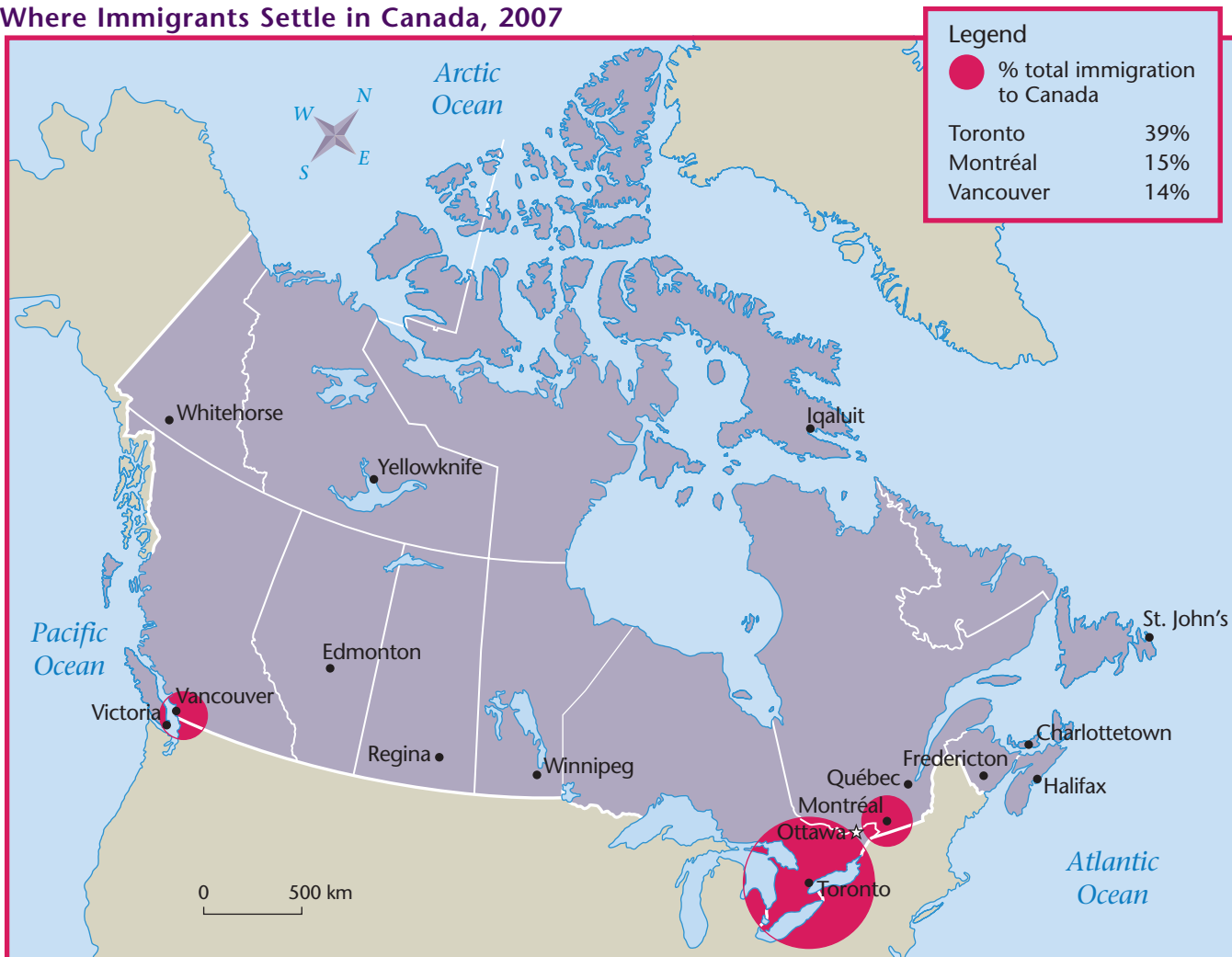
- How do the map and charts relate to each other?
- How do they relate to immigration?
- What immigration patterns or trends do you see that affect cities and regions?
- How does where immigrants settle create opportunities and challenges for cities and regions?
- How does this affect the quality of life of Canadians?
- What conclusions can you draw about the physical effects of immigration on cities? Think about environmental impacts. Think about the cost of roads and sewers.
- What other geographic problems does the information suggest?



Alone or with a partner, focus on one geographic question that you identify on pages 188 to 191. Include geographic data presented in maps and charts to clarify the question. **Check pages 345 to 348 of the Skills Centre for tips on creating and interpreting maps and charts.** Create a short multimedia presentation that explores the issue from three different perspectives.



Where Immigrants Settle in Canada, 2007



This map shows the top three locations where immigrants settled in Canada in 2007. The rest of Canada, taken together, received 32% of total immigration. To find out more about immigration to Alberta, see page 190.

Toronto: Population and Area

Census Year	Population	Area (km ²)
1981	2 998 947	3742.94
1986	3 427 165	5613.71
1991	3 893 046	5583.51
1996	4 263 757	5867.73
2001	4 682 897	5902.74
2006	5 113 149	5903.63



One objective of the Immigration and Refugee Protection Act 2002 is to share the economic benefits of immigration across all regions of Canada. Based on the map and chart, how well has Canada achieved that goal?



CRITICAL THINKING CHALLENGE Why might immigrants to Canada not choose to settle in Toronto, Montréal or Vancouver? Why might they choose other cities in Canada? Why might they choose to settle in rural areas?

In what ways can provinces influence and implement immigration policies?

Provinces control some aspects of immigration, in an attempt to make sure immigration fits and meets their needs.

Provincial Nomination Program

- Under the Provincial Nomination Program, provinces can “nominate” a percentage of the immigrants Canada selects each year. This means, for example, that Alberta can specify that it needs immigrants with particular skills.
- The program also allows some provinces to set up their own immigration offices in foreign countries.
- Governments in Canada can't require immigrants to settle in particular places or work in particular jobs. The Provincial Nomination Program increases the likelihood that immigrants will settle in the provinces whose labour needs match their skills.

Iris Evans was Alberta's Minister of Employment, Immigration and Industry in 2007. Employment and immigration are linked to industry because industry creates jobs that need workers.



Alberta currently receives about 20 000 immigrants annually and I expect the expanded Provincial Nomination Program will help increase and speed up the flow of immigrants and help address our labour shortage. Alberta needs the right workers, at the right time, with the right skills.

— Alberta Government press release, “Expanded program will help increase immigration flow,” May 22, 2007.

connect to the big ideas

1. Alberta wanted to “speed up the flow” of immigrants in 2007 for economic reasons, because of a boom in oil sands development. To what extent has the situation changed or remained the same to the present?
2. What issues related to immigration might economic changes create?
3. Including employment, immigration and industry in one ministry portfolio — the portfolio of Iris Evans in 2007 — is an example of a government policy. What does this policy reflect about the objectives of government concerning immigration?

What workers does Alberta need?

Alberta’s Minister of Employment, Immigration and Industry said in 2007 that Alberta was facing labour shortages. **Examine the chart on this page. What parts of Alberta’s economy faced labour shortages?**



If you were responsible for setting immigration priorities for Alberta, how would the information in the chart on the right influence you? What skills would you ask the federal government to target in immigration?

Businesses and services reporting worker shortages in Alberta, 2006

Economic sector	Percent reporting worker shortages
Construction (e.g., carpenters, roofers)	98
Transportation (e.g., truckers, bus drivers)	91
Manufacturing (e.g., chemical engineers)	89
Resource development (e.g., heavy equipment operators)	86
Retail (e.g., sales staff)	85
Hospitality (e.g., hotel staff)	78
Agriculture (e.g., farm labourers)	68
Education, Health, Social Services (e.g., teachers, nurses, doctors, mental health workers, social workers)	58
Overall in Alberta	84

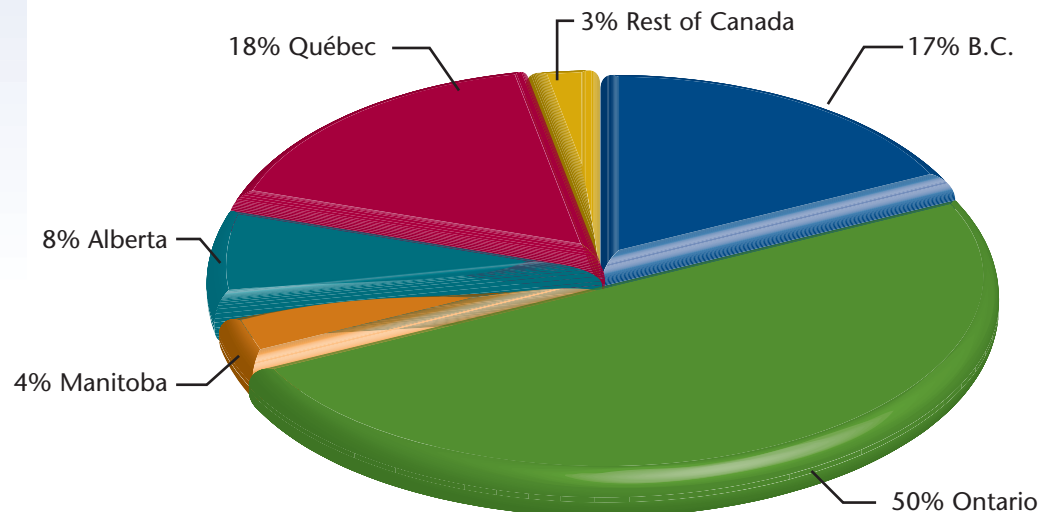
— From a survey by the Canadian Federation of Independent Businesses, 2006.



What challenges face Alberta without enough immigrants? How can Aboriginal peoples be part of a solution to meet labour shortages? How do these questions connect to your quality of life as someone living in Alberta?

What percentage of immigration to Canada does Alberta receive?

Immigration by province and territory, 2006



Canada-Québec Accord

- The Canada-Québec **Accord** is a specific agreement with Québec.
- Under the accord, Québec can nominate the percentage of immigrants to Canada that corresponds to its population within Canada.
- The accord also allows Québec to require immigrants who settle in Québec to send their children to French-language schools.
- Under the Canada-Québec Accord, Québec seeks immigrants whose first language is French. Every year, about 75 percent of French-speaking immigrants to Canada settle in Québec. Overall, more non-Francophone immigrants settle in Québec than Francophone immigrants.

accord: a formal agreement



Based on the information on this page, how does the Canada-Québec Accord attempt to strengthen the French language in North America? Consider what you learned about the rights of official language groups under the Charter of Rights and Freedoms in Chapter 4. How does the accord reflect those rights?

Under the Canada-Québec Accord, Québec has an immigration office in this city: Damascus, Syria. Many people in the Middle East, where Syria is located, have some knowledge of French, because France controlled parts of the Middle East during the twentieth century. Canada's government endorses recruiting French-speaking immigrants from Syria and other countries of the world. **Think critically:** How might immigrants from the Middle East help affirm Francophone identity in Canada?

connect to the big ideas

1. How does the Canada-Québec Accord offer ways for Québec to affirm the use of the French language? Identify two specific ways.
2. Based on the information you have learned, to what extent is the Canada-Québec Accord beneficial to Québec and beneficial to Canada?



Wrap Up Your Task

You need to create a storyboard for a documentary that answers the question:

What factors should shape Canada’s immigration policies most: economic, political, health or security?

Summarize Your Ideas

Review the chart you started on page 165 to help you evaluate issues that affect immigration in Canada. Identify the issue you feel is most important and explain your reasons. Examine the factors that affect this issue and identify which factor — economic, political, health or security — you believe has the most impact. Explain why this factor should become the focus of laws and policies about immigration in Canada.

Make Your Storyboard

- Using a pencil or computer program, illustrate each main idea on a separate piece of paper. Think of these as scenes in your documentary. Draw in a background or use visuals you have found during your research.
- Add notes about each scene. Describe the information it will communicate. The scenes should showcase your research.
- Organize your storyboard into a sequence. Think about how you, as the maker of this documentary, want to tell the story of your investigation. What do you want others to understand?

Move the pieces of your storyboard around and try different sequences. I like to think about what scene will get people’s attention and put that at the beginning.



1
Comments from Alberta’s immigration minister regarding economic factors that influence immigration policies — e.g., labour shortages.

2
Interview with a spokesperson for Treaty 6 for a perspective on economic factors and immigration — i.e., how are some First Nations and the government addressing issues related to employment, training and education?

3
Interview with an immigrant for a perspective on the factors that influenced their decision to come to Canada.

4

Chapter 5 Review

WHAT DID CHAPTER 5 EXPLORE?

- What criteria does Canada use when accepting immigrants and refugees?
- How do the individual and collective rights of Canadians influence immigration laws and policies?
- How do provinces influence immigration laws and policies?

Revisit the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

How well do Canada's immigration laws and policies respond to immigration issues?

Work through the directions for "Demonstrating Your Learning" on page 55 to present your position.

Share What You Know

Apply your research skills by conducting an inquiry into how a factor affecting immigration policies today influenced immigration policies in the past. Create an oral report describing the relationship between the context of the time and immigration legislation. Share your report with your classmates. *Refer to the Skills Centre on pages 356 to 369 to get ideas on how to conduct your inquiry.*



Take Action

Choose a provincial or federal immigration issue currently in the media or from the chapter. Write a letter to the Minister of Citizenship and Immigration stating your position this issue. Express your recommendations for how you think the government should respond to the issue in meeting the needs of Canadians.

Reflect Before You Forget

Reflect on what you learned in this chapter about Canada's immigration laws and policies.

- In this chapter I discovered... about the research process.
- The most important thing I learned in this chapter about immigration in Canada is...
- One thing I'd like to know more about, regarding how governments respond to emerging issues in immigration is...

Link with Technology

Do an online search of organizations that welcome and support new immigrants. Create a summary of the services they offer. Ask to include your summary in your school or community newspaper to inform new immigrants of these services.

CHAPTER 6

To what extent do different economic systems affect quality of life?

economics: the study of the production, distribution and consumption of goods and services

economic system: the way a society organizes the production, distribution and consumption of goods and services

Imagine that you are in charge of all the income for your home each month. What factors will you consider in deciding how the money will be spent? Maybe there isn't enough money to get what everyone needs to support the quality of life they want. Most likely, each person in your home will have their own views on how to spend the money — and that will create issues that you will need to explore and debate.

Economics is about decisions like that. It's about what to create, grow, eat, sell and buy, and how to respond to the different needs of people in society. It affects the incomes people make, the jobs they have, and the taxes they pay to the government.

This chapter investigates the **economic systems** of Canada and of Canada's major economic partner, the United States. It explores the values that shape these systems, and how they are different and the same. As you work through the chapter, look for the issues that arise from economic decision making, and how these affect citizenship, identity and quality of life for individuals and groups in society.

FOCUS QUESTIONS

- What values shape the mixed and market economies of Canada and the United States?
- How do economic decisions about scarcity, supply and demand, and competition affect individuals and groups?

Stores contain products for sale. The products are manufactured and shipped to the store, and the costs of their manufacture and shipping are included in their price. **Think critically:** What else might influence decisions about the price of products? How are decisions made concerning what products to manufacture? How do these decisions affect your quality of life?



Based on the photographs below, what does economic decision making mean for Canadians?



Many young people train for jobs in Canada's economy, like these two automotive students. **Think critically: How does economic decision making affect the jobs available to you and your family?**



The Canadian Museum of Civilization preserves and promotes the heritage of Canada through collections, research and public information. It is a Crown corporation — a company owned by Canada's government. **Think critically: Why might Canada's government own a company? How might economic decision making and identity connect?**



This photo shows a tourist taking a picture of the city of Detroit in the United States from the city of Windsor in Canada. The cities face each other across the Detroit River and are connected by a bridge. This chapter explores how the economies of these separate, but connected, places are the same and different.



DID YOU KNOW?

The photograph below shows a Via Rail train. The government of Canada owns Via Rail, which it created in 1971 to provide passenger rail service across Canada. Private railway companies in Canada had decided to cut their passenger services, because they could not make a profit from them. Too many people were making the choice to drive or fly to their destinations. The U.S. also has a government-owned passenger rail service: Amtrak. Amtrak was created in 1971, in response to similar issues.

Write a position paper defending your ideas.

Your Role

The Canadian Minister of Finance has organized a special committee to review Canada's economic system. The review will help Canada respond to a proposal from the United States. The proposal is that Canada should adopt American economic principles, so that Canada and the U.S. can have one economic system. The U.S. says this change will better meet the needs of citizens in both countries.

The minister is asking you to write a position paper on this question:

Should Canada and the United States have a common economic system with little government involvement?

Your Presentation

You need to examine the underlying values that guide economic decision making in Canada and the U.S., and views and perspectives on the best economic system to meet the needs of citizens. Your paper should:

- Analyze the benefits and disadvantages of mixed and market economies in Canada and the U.S., including different views and perspectives.
- Describe your ideas on how much government should be involved in economic decision making and why.
- State your position on the question, supported by evidence that makes clear connections to views and perspectives.
- Communicate your ideas persuasively taking particular purposes and audiences into consideration, including the Minister of Finance.



Let's get started!

Use a chart like the one below to help you gather and organize your research.

As you read the chapter:

- Collect information, views and perspectives about the benefits and disadvantages of the economic systems of Canada and the United States.
- Determine the role of government in each economic system, and how this responds to the needs of citizens.

Research other print and online sources to help you learn more about mixed and market economies.

After, summarize your ideas and write your conclusions in your position paper.

	Evidence of views and perspectives on Canada's economic system: mixed economy	Evidence of views and perspectives on the U.S. economic system: market economy
Degree of government involvement		
Benefits:		
<ul style="list-style-type: none"> • for individuals • for groups 		
Disadvantages:		
<ul style="list-style-type: none"> • for individuals • for groups 		
Other evidence		

When you draw your conclusion, think about how economic systems connect to citizenship. Economic systems affect decisions about jobs, products and services, which in turn affect people's quality of life. Consider the values that you think should guide these decisions. Think about how values connect to building a society where everybody belongs.

My Informed Position

Based on research and evidence, Canada and the U.S. should/should not have a common economic system because...

The strongest pieces of evidence to support my position are...



What values shape the mixed and market economies of Canada and the United States?

economy: the resources and processes involved in the production, distribution and consumption of goods and services



What role do you believe

economic systems play in supplying you with things you use everyday?

WHAT'S IN THIS SECTION

This section begins with a comic that presents a situation you may have encountered. It then explores the roots of this situation in economic decision making. It describes:

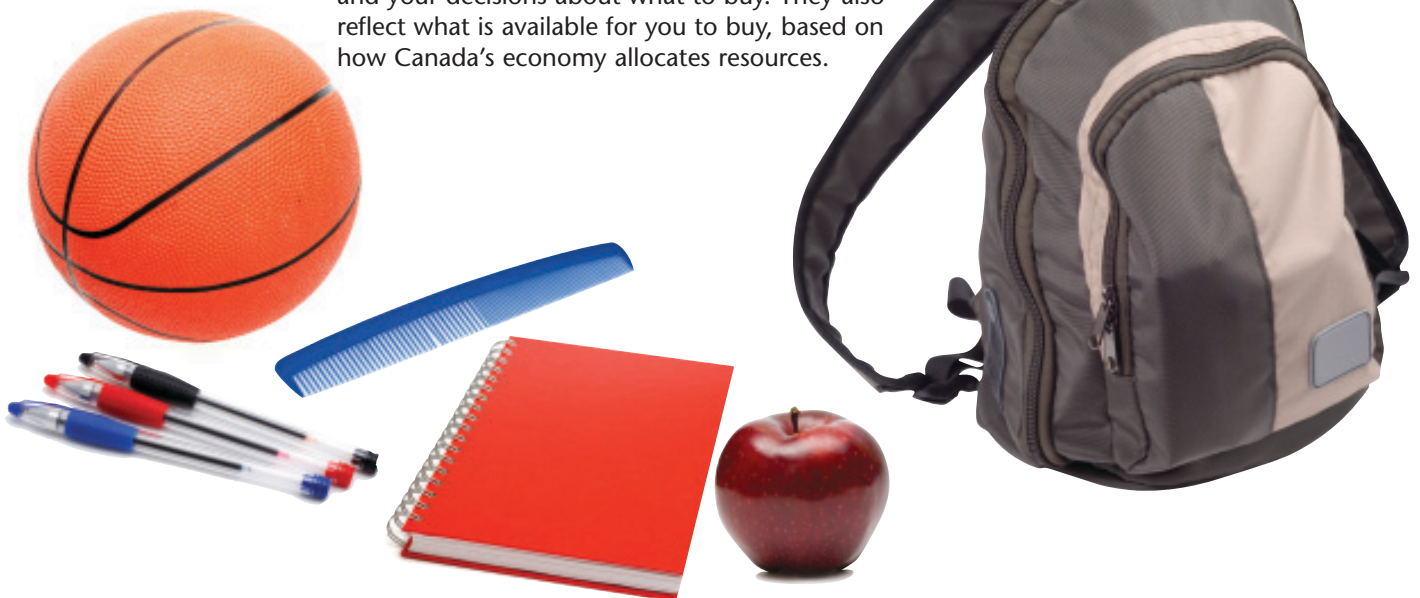
- The principles within an economic system.
- The differences between the principles and values underlying mixed and market economies in Canada and the U.S.

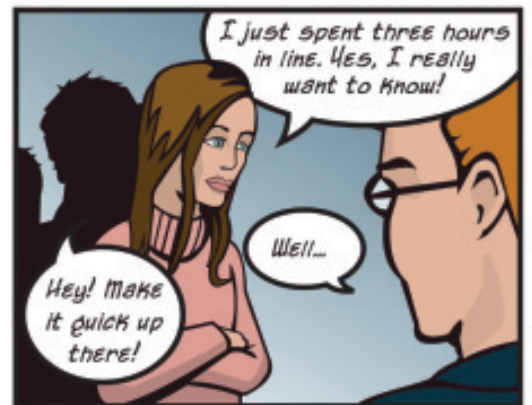
What are you looking for?

As you read this section, think about how economic decision making affects your quality of life. Look for examples of how it influences:

- The variety of products and services available to you.
- The price of products and services.
- The quality of products and their impact on the environment.

As a consumer, you are part of Canada's **economy**. The things you own, such as the items in this photograph, reflect what you value and your decisions about what to buy. They also reflect what is available for you to buy, based on how Canada's economy allocates resources.









WHAT DECISIONS HAVE LED TO THIS SITUATION?

- Why didn't the game manufacturer make more games?
- Why did the truckers go on strike?
- Why did the store decide to sell the games for less?
- Why would anyone buy it for \$99.99?



Why? Time for a little economics...



scarcity: in economics, the idea that land (materials), labour and capital (money) limit the supply of what people want and need

What's scarcity?

In the comic you just read, you saw scarcity at work. The demand for the hit game Super Cyborg City was so great — so many people wanted it — that the store could not supply enough copies to meet the demand. **What could be done about this situation? What do you believe should be done?**

Some things people need are unlimited. For example, people need air. Air is usually freely available, unless — for example — you happen to be scuba diving.

Most things that people need or want, however, are limited. This is because resources are limited. In economics, resources include the money, labour, and materials to supply what people want and need.

Resources can be limited for a number of reasons. For example, think of things you buy at the grocery store, like fresh berries. Many factors can limit the supply of fresh berries — for example, the growing season in Canada and trade agreements with other parts of the world.

In economics, the idea that resources are limited is called **scarcity**.

The basic questions of economics are about how to solve scarcity:

- **What is needed or wanted?**
- **How will it be produced?**
- **Who will get it?**

The decisions we make about these questions create issues that affect our quality of life.



CRITICAL THINKING CHALLENGE How might Canada's government get involved in situations where people's wants and needs are not being met?

Fresh berries are delicious, but there aren't always enough to go around. **Think critically:** How does economic decision making allocate the fresh berries available?



WHAT CREATES SCARCITY?

The three basic “factors of production” interact to limit the supply of what people need and want. These include land, labour and capital.

Land

Land consists of all the materials found in the natural environment needed to produce goods and services, such as renewable resources (e.g., trees, raspberries) and non-renewable resources (e.g., oil, gold). **Think critically: What impacts might this decision about using the land have on the land?**



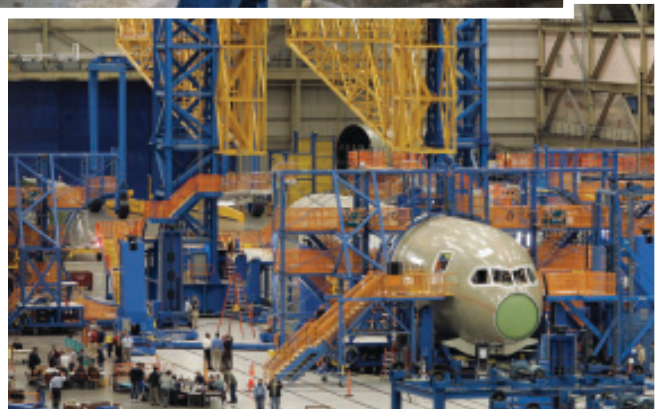
Labour

Labour consists of the physical and mental effort needed to produce goods and services (e.g., agricultural workers to produce foods, servers to staff restaurants). In this photo, construction workers are building a house. If they find other jobs, or if there aren't many qualified construction workers available, fewer houses will get built. **Think critically: How do choices concerning jobs affect the workforce?**



Capital

Consists of the money that people own or borrow, used to purchase equipment, tools and other resources to produce goods and services. This photo shows an airplane manufacturing plant. Setting up such a plant requires billions of dollars in specialized equipment and specialized workers. **Think critically: What if the capital that built this airplane plant were invested in something else? What impact might this have on airports and air services?**



privately owned: in economics, the part of the economy owned and controlled by businesses and individuals

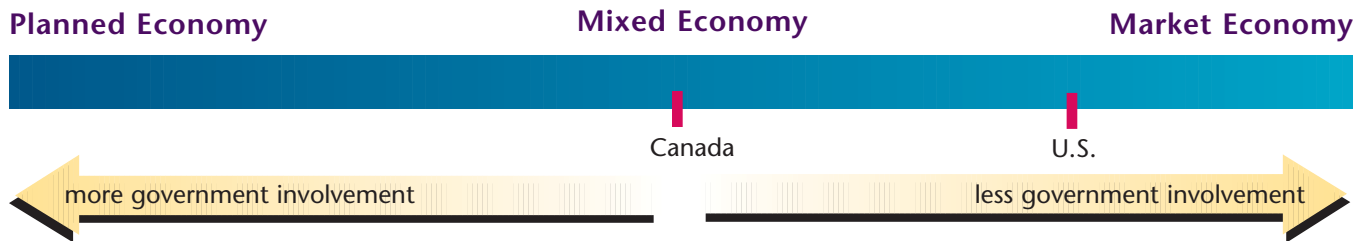
publicly owned: in economics, the part of the economy owned and controlled by government and paid for by taxes

What’s an economic system?

An economic system is a way to solve the basic problem of scarcity. Different ideas about how best to organize an economy result in different economic systems. You can put them on a continuum, like the one below. An economic system’s position on the continuum is dynamic, and depends on the underlying values of a society and its government. The positions of Canada and the U.S. on the continuum below reflect a traditional perspective on differences between their economies. Their actual positions on the continuum shift right and left, depending on the political party in power.

Examine the continuum below. How do the different positions of Canada and the U.S. reflect different values?

THE ECONOMIC CONTINUUM



Planned Economy

At this end of the spectrum, government makes all the decisions about how to solve scarcity. It owns and manages the resources needed to produce things. It plans what will be produced and decides how to use limited resources.

Characteristics

- Resources are **publicly owned**.
- Government makes decisions on how to use resources.
- Individual consumers have little influence on economic decision making.

Mixed Economy

A mixed economy combines private ownership and government control. For example, private businesses own some resources and the government owns others. In mixed economies, the level of government involvement fluctuates depending what political party is in power.

Characteristics

- Some resources are publicly owned and some are privately owned.
- Individuals and government both make decisions about what to produce.
- Individual consumers and government influence economic decision making.

Market Economy

At this end of the spectrum, the choices of individuals solve scarcity. Private businesses own and manage resources. They sell their products to consumers, who make their own decisions about what to buy. Businesses succeed if they produce what consumers want. Otherwise, they fail. The government does not get involved.

Characteristics

- Resources are **privately owned**.
- Individuals make decisions on how to use resources.
- Individual consumers drive economic decision making by choosing what to buy.

CASE STUDY

Canadian Economic History versus U.S. Economic History

The economies of Canada and the U.S. are similar in many ways, but they developed from different starting points. Their starting points involve different answers to this fundamental question of values:

What's the best way to achieve the **public good**?

The public good is about what's best for society as a whole. Worldviews differ on how best to achieve it.

public good: what's best for society as a whole



The Public Good and Cooperation

Some people believe that individuals must consider each other and set aside their individual interests to achieve what's best for society. This worldview values equity: responding to others in a way that recognizes their needs and circumstances.



The Public Good and Individualism

Some people believe that what's best for each person individually adds up to what's best for society. This worldview values individual creativity and independence.



Examine the information on Canada and the U.S. on pages 206 to 208. How do the founding principles of Canada and the U.S. answer the question of the public good differently? How have Canada and the U.S. answered the question differently at different points in their histories? Why?

Canada's Economy

shift left: a shift on the economic continuum towards more government involvement in the economy. A shift left is usually described as taking a more liberal position.

shift right: a shift on the economic continuum towards less government involvement in the economy. A shift right is usually described as taking a more conservative position.



Prime Minister Lester Pearson, a leader of the Liberal Party of Canada, supported more government involvement in the economy.



Prime Minister Brian Mulroney, a leader of the Progressive Conservative Party of Canada, supported less government involvement in the economy.

Founding principle: “peace, order and good government.”

- The founding principle of Canada reflects the idea of cooperation. It connects to an agreement between Francophones and Anglophones that established Canada (see page 146).
- The idea of cooperation affects Canada’s economic system. For example, government plays an important role in the economy, making decisions on behalf of everyone.
- Canada is said to have a mixed economy because of the role government plays, and because individuals still own private property.
- Canada’s position on the economic continuum is not static. It shifts left and shifts right depending on the political party that forms the government.

1963–1968: An Example of a **Shift Left**

Lester Pearson became prime minister of Canada in 1963, when the Liberal Party of Canada won an election and formed a minority government. (Remember minority governments in Chapter 1? See page 28.) To stay in power, the Liberals cooperated with the New Democratic Party. This resulted in legislation that gave government a larger role in the economy, including:

- Publicly funded health care.
- Pensions for senior citizens.

1984–1993: An Example of a **Shift Right**

Brian Mulroney became prime minister in 1984 as leader of a majority government of the Progressive Conservative Party of Canada. He took steps to reduce government involvement in the economy, including:

- Cuts to government spending.
- Privatizing government-owned corporations, called Crown corporations. For more on Crown corporations, see the next page.
- The North American Free Trade Agreement (NAFTA) with the U.S. and Mexico, which increased the influence of the market in shaping Canada’s economy.



CRITICAL THINKING CHALLENGE How might the history of Canada shape values and attitudes in Canada?

What's a Crown corporation?

A Crown corporation is a company owned by Canada's government to provide products and services to Canadians. The reasons for government to create Crown corporations include:

- To provide essential services.
- To promote economic development.
- To support Canadian culture and identity.

Economists say Canada has a mixed economy partly because of its Crown corporations. The United States also has some publicly owned corporations, but not as many as Canada. Here are some examples of Crown corporations from Canada's past and present.

Air Canada was originally Trans-Canada Airlines, established by Canada's parliament in 1936, and owned and managed by the federal government. Parliament decided to privatize the airline — sell it to private investors — in 1988.



CRITICAL THINKING CHALLENGE

What Crown corporations does Canada have today? Why does Canada's government assess the value of Crown corporations differently at different times?



SPOT AND RESPOND TO THE ISSUE

To what extent should Crown corporations play a role in Canada's economy?

Petro-Canada was established by Canada's parliament in 1975. The purpose of Petro-Canada was to compete with foreign-owned companies in developing Canada's oil and gas resources. Today, Petro-Canada is owned by private investors.

This is a poster advertising a radio show in Alberta on Radio-Canada. CBC/Radio-Canada is Canada's public broadcaster, with an English-language network and a French-language network. CBC/Radio-Canada was created to promote bilingualism in Canada, and to promote Canadian culture as distinct from American culture. **Think critically:** What's the connection between CBC/Radio-Canada and collective rights in Canada? What's the connection to identity?

Franklin Roosevelt was a member of the Democratic Party. Roosevelt supported more involvement of the government in the economy to combat the effects of the Great Depression.



Ronald Reagan was a member of the Republican Party. Reagan supported less involvement of the government in the economy.

The U.S. Economy

Founding principle: “life, liberty and the pursuit of happiness.”

- The founding principle of the U.S. reflects the idea of individualism. It connects to the roots of the U.S. as a colony of Britain from the 1600s until 1776, and in fighting to become independent of Britain from 1776 to 1783.
- The idea of individualism influences the economic system of the U.S. For example, the U.S. generally values individual economic decision making, with little involvement of the government.
- The U.S. is often said to have a market economy, because of its emphasis on the role of the individual, versus the government, in economic decision making.
- The position of the U.S. on the economic continuum shifts right and left, depending on the political party that forms the government.

1933–1944: An Example of a Shift Left

Franklin Roosevelt became president of the United States in 1934, during a worldwide economic crisis called the Great Depression. The Depression put millions of people out of work. In the U.S., Roosevelt responded with a policy called the New Deal, which established:

- Pensions for senior citizens.
- Funds to support farmers.
- Corporations funded and run by the government. These created jobs and built projects to strengthen the economy, such as dams and roads.

1980–1988: An Example of a Shift Right

Ronald Reagan became U.S. president in 1980. He wanted government less involved in the economy. He took steps such as:

- Reduced government spending.
- Reduced government regulation of corporations, for example on environmental standards.



CRITICAL THINKING CHALLENGE How might the history of the U.S. shape values and attitudes in the U.S.?

How do market economies work?

Mixed and market economies are different, but related, economic systems. In both systems, the individual choices of consumers are an important economic force. They add up to create overall economic decisions for society.

In pure market economies, consumer choices drive all economic decision making. In mixed economies, they drive a lot of economic decision making.

How do consumer choices “add up” in mixed and market economies? This section investigates the mechanisms — or principles — of market economics, including:

- Supply and demand.
- Competition.



As you read this section, think about the advantages and disadvantages of market economics as a way to make economic decisions. What challenges and opportunities might it create for people with different incomes and different needs?

HOW DO OTHER KINDS OF ECONOMIES WORK?

Investigate the economic systems of other countries. Decide where they fit on the economic continuum, based on current information.



Pemex is Mexico’s government-owned oil company. It dates from 1938, when Mexico took control of its oil resources — and took control away from private companies. **Think critically:** Why might the current status of Pemex be an indicator of Mexico’s position on the economic continuum?

Shanghai, China, is a much different place today than it was twenty years ago. China used to have a planned economy. Its government now promotes many principles of a market economy. **Think critically:** Why might countries change economic systems? Why might Canada?



Supply and Demand

consumers: those who use products and services

demand: the wants and needs of consumers for products and services

producers: those who create products and services

supply: the products and services created by producers

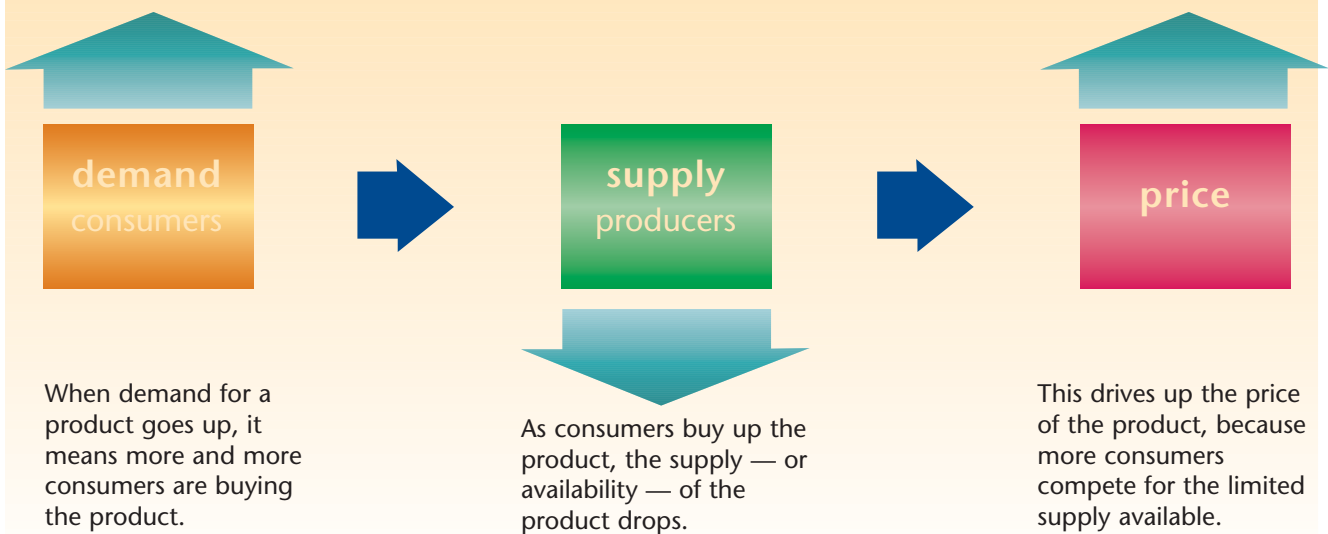
- The diagrams on this page illustrate the basic principles of supply and demand.
- Supply and demand connect through a cause-and-effect relationship related to price. Each diagram shows an example of this relationship and describes how it affects the economy.
- Supply and demand affect quality of life because they affect the prices of products we buy, the availability of products, and jobs connected to creating products.
- **Supply** is about producing things people want. It involves **producers**.
- **Demand** is about what people want. It involves **consumers**.

Let's start with a state of equilibrium.

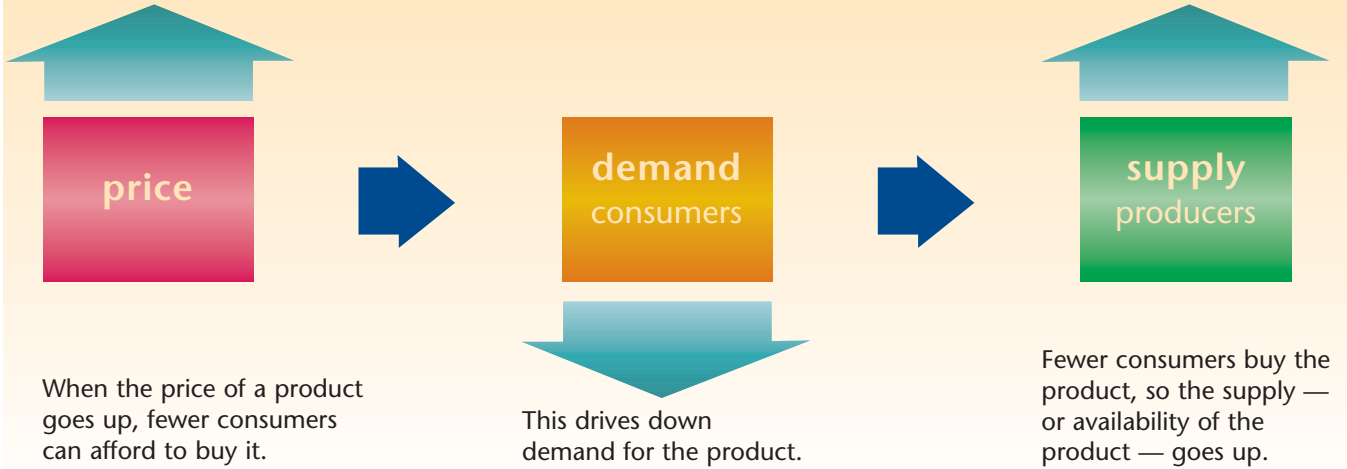
- In a state of equilibrium, the supply of a product can meet the demand for a product at a particular price.



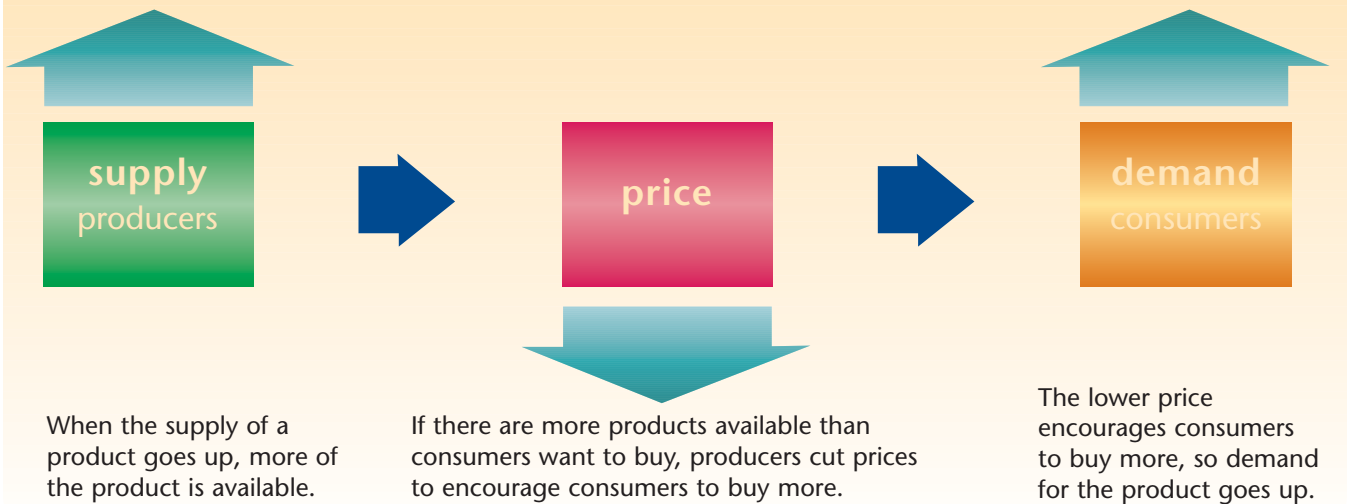
Demand goes up. What happens to supply? What happens to price?



Price goes up. What happens to demand? What happens to supply?



Supply goes up. What happens to price? What happens to demand?



Equilibrium is restored.

- Generally, producers want to supply as much of a product as consumers will buy, at a price that allows producers to make the most profit possible. This tends to make supply, demand and price stable over time.



CRITICAL THINKING CHALLENGE What if the supply of a product went down? How would that affect price and demand? What might cause the supply of a product to drop?



CRITICAL THINKING CHALLENGE Why might demand for a product go up? For example, what role might marketing play in demand?

competition: in economics, rivalry among producers to sell products to consumers

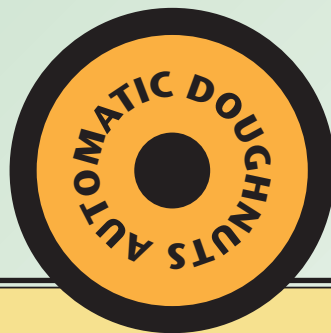
Competition

Competition is about producers striving to get consumers to buy their products. Producers attract consumers in a variety of ways — through different prices and product quality, for example. Many factors can affect **competition** in an economic system, including the values of consumers and decisions by government to become involved in decisions about supply and demand.

CASE STUDY

Two Doughnut Shops

Imagine there are two doughnut shops in your neighbourhood. Each wants your business. What can they do?



This shop specializes in cheap, plentiful doughnuts. It makes large quantities of doughnuts — five kinds — with a machine. It uses bargain ingredients.



This shop specializes in hand-made doughnuts. It employs a staff of bakers and uses high-quality ingredients. It makes thirteen kinds of doughnuts for higher prices.



How has competition between the shops affected the variety and price of doughnuts available to you? How might this affect your quality of life?



How has competition affected the decisions the shops have made about resources — for example, ingredients and labour? What impacts might these decisions have on you and your family or friends?



What are some other examples of competition?



In a mall, many different kinds of stores compete for your business. The stores are owned by individuals or companies that seek to make profits, so they want you to buy things. Consider the last time you shopped at a mall. **Think critically: How do stores in a mall try to influence your ideas about what you need and want? How does this connect to the variety and quality of services a mall offers?**



This shop sells skateboards. To make a profit, it needs to encourage consumers to buy skateboards rather than making other decisions about spending or saving their money. **Think critically: How might this skateboard shop compete for your business? If you own a skateboard, what might influence you to buy another? If you don't own a skateboard, what might persuade you to try one?**

DID YOU KNOW?

Monopoly versus Competition

In an economic system, the opposite of competition is monopoly. A monopoly happens when one producer controls all supply of a product or service. Governments sometimes create monopolies as a way to provide essential services that require expensive infrastructure, such as water lines or sewer lines. In Canada, the Canadian Wheat Board is a government agency that some consider a monopoly because it markets wheat in western Canada on behalf of all wheat growers. This means the Wheat Board sets the price of wheat — the price is not set by competition among wheat growers or their customers. The purpose of the Wheat Board is to protect wheat growers from low market prices. Some Canadians support the role of the agency, and some oppose it.

In some cases, governments intervene to prevent monopolies and restore competition among producers. In the United States, for example, Microsoft Corporation had to adjust its software product Windows to allow compatibility with browsers other than its own Internet Explorer.



How do government decisions

that affect competition in an economy reflect values? Describe an example based on the information on this page.



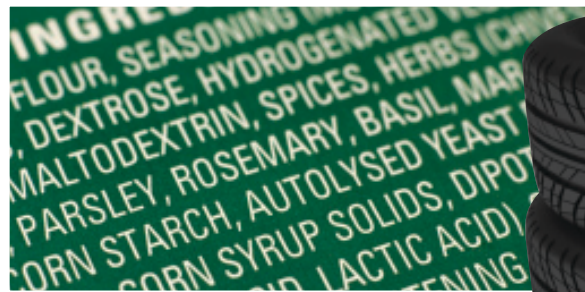
How would you summarize the reason for government involvement in each example on pages 214 and 215? Think of a title to go with each photo.

Why do governments get involved in market economics?

Market economics relies on the decisions of individual consumers and producers. Sometimes governments get involved to inform, protect or ensure good practices. They may intervene if they feel consumers are not being fairly treated. For example, the B.C. government started its own auto insurance program because it believed private insurers were making auto insurance too expensive.

Take a look at the examples on this page and page 215. What conclusions can you draw about why governments intervene in these circumstances?

Both Canada and the U.S., and many other countries, have laws requiring products, such as foods and cosmetics, to carry labels listing ingredients. These laws often came about because of lobbying by groups concerned with public health and safety. **Think critically: How might information about ingredients influence supply and demand? How might they affect quality of life?**



Many governments require consumers to pay a “tire tax” when they buy new tires. The tax helps pay for recycling the tires, so they don’t go landfills. Instead, recyclers make them into other useful products such as mats and roofing. **Think critically: Why might governments want to encourage consumers and businesses to recycle? How does the decision to recycle or not affect quality of life?**



Governments have laws to ensure competition among producers, such as oil and gas companies. Because of competition, many producers offer products for the same price. It’s illegal for producers to “fix prices” — agree among themselves on what to charge for a product they all supply. **Think critically: When producers compete for your business as a consumer, why does this keep prices down?**



DID YOU KNOW?

In 2007, Canada's government launched an investigation, under the Competition Act, into price fixing among chocolate manufacturers. The objective of the Competition Act is to "maintain and encourage competition in Canada in order to... provide consumers with competitive prices and product choices." Consider how the price of chocolate could affect your quality of life.



The education of these high-school students comes from money collected and distributed by the government — from taxes. Governments often fund products and services they consider essential for the public good, such as education. Postal services are another example. **Think critically:** What else might be considered a public good? Why might the public good need government support in market economies?



CRITICAL THINKING CHALLENGE To what extent do you agree with the involvement of government in each of the examples on pages 214 and 215?

connect to the big ideas

1. Using electronic drawing or organizational tools, create a graphic or other visual that illustrates how supply, demand and competition work together in a market economy. Make a presentation explaining your graphic to a partner or small group. What opportunities and challenges do these create for producers and consumers?
2. Find examples in the media of government involvement in the Canadian or U.S. economies. What circumstances have triggered the government to be involved? What impact does the government involvement have on citizenship, identity and quality of life for you and others?



Steps to Writing for Different Purposes and Audiences

So far, you have explored the characteristics and some of the decision making involved in mixed and market economies. You have done some research and gathered information. You're ready to start planning your position paper answering the question:

Should Canada and the United States have a common economic system with little government involvement?

For your plan, you need to first figure out who and what your position paper is for. **Who is your audience? What's your purpose?** This section will help you practise writing for different purposes and audiences.



Before I begin to write, I think about what I want to achieve with my writing. Is my writing going to inform people of my ideas or persuade people of my position? Once I have decided that, I can begin.

I try to think about the people who will be reading my paper. I find out what their views and experiences might be on the issue, and how I can convince them of the validity of my ideas. I know my ideas are valid when I can support them with strong facts and evidence.

Try this!

Practise writing for different audiences using the following scenarios. **What is the main purpose for each one? What evidence would you use to help persuade each audience of your ideas?** Use what you learn here to help you write the position paper for the Minister of Finance in your chapter task.

	Scenario 1	Scenario 2
	Your principal has asked you to write an article for the school newsletter asking for donations for a local charity.	You are an MP writing a speech for the House of Commons defending a bill to privatize a Crown corporation.
Determine the question or issue of each scenario...		
Purpose Decide what your main purpose is: To persuade? To enlist support on an issue? To provide background information on an issue or topic?		
Audience Decide who will read the information, their interests and what issues they will need to respond to... Determine how the issue will affect their quality of life...		
Views and perspectives Research some views and perspectives the audience might have about the issue and what questions they might ask.		
Position State your position... Give some opposing arguments to your position to show that you recognize other points of view...		
Evidence Make a list of possible evidence supporting the issue...		
Conclusion Summarize and restate the issue or question and supporting evidence...		



Understanding purpose and audience is part of responding to an issue. It's part of making your views and perspectives understood, and understanding the views and perspectives of others. It connects to taking action as a responsible citizen.

How do economic decisions about scarcity, supply and demand, and competition affect individuals and groups?

WHAT'S IN THIS SECTION

In this section, you will read about how mixed and market economies respond to issues affecting citizenship, identity and quality of life. Specifically you will explore case studies that illustrate:

- The ways that the Canadian economy fosters cultural industries and identity.
- How economic decision making affects job availability and workers' quality of life.

What are you looking for?

As you read this section, look for:

- The role of Crown corporations in Canada's economy.
- Different views on the degree of government involvement in job creation and protection.
- The role that labour unions play in an economic system.



This section explores the differences between a mixed economy and a market economy based on the examples of Canada and the U.S. The case studies give you a practical taste of the values that underlie different economic systems — values that shape the degree of government involvement generally in the Canadian and U.S. economies.



As you work through the case studies on pages 219 to 234, keep an open mind. How do you think the issues they present should be resolved? Why? Where does your own thinking fall on the economic continuum?

CASE STUDY 1

THE CASE OF THE CANADIAN FILMMAKER

In Canada, cultural industries such as film receive support from Canada's government. It is one of the things that distinguishes Canada's economy from the U.S. economy. This section explores the factors and impacts involved with that economic decision.

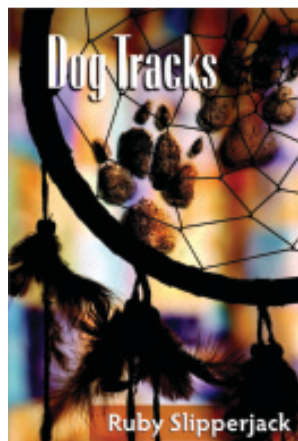
As you read this case study, think about what challenges and opportunities Canadian cultural industries face. To what extent is government support an appropriate way to respond?



What does the information on this page tell you about Canada's commitment to maintaining and building on our identity, both individual and collective?

Create Canadian!

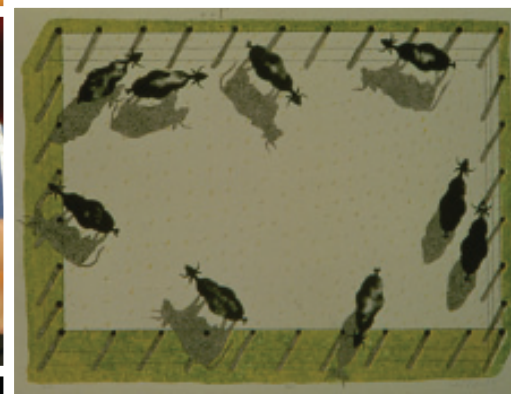
Canada's government encourages the creation of Canadian cultural products with support and funding. Examine the examples below. Why might Canadians have different views and perspectives about government funding for the arts?



Canada's government provides grants to Canadian authors and publishers, such as Fifth House Publishers in Calgary. The grants help publishers and authors cover their expenses.



This is the band Arcade Fire from Montréal. Canada's government promotes the development of the Canadian music industry through the Canada Music Fund.



The Canada Council for the Arts provides grants to artists, such as world-renowned Fransaskois artist Joe Fafard. Fafard titled this painting *Bird*. The grants often cover living expenses, so artists can work fulltime on their projects.



The Canada Council for the Arts provides support for the performing arts. This photo shows John Fanning and Elizabeth Turnbull in the world premiere of *Frobisher*, an opera by John Estacio and John Murrell, co-commissioned and co-produced by Calgary Opera and The Banff Centre. Without government funding, productions such as *Frobisher* might not be possible.

Photo by Trudie Lee.



YES! The filmmaker gets a grant.

BOOM!	FRANTIC
DIGITAL DREAD	OBSESSED
O CANADA	SOB
SHIVER	VROOM
ODDLY AMUSING	BLOW UP



NO! The filmmaker doesn't get a grant.

BOOM!	FRANTIC
DIGITAL DREAD	OBSESSED
LAUGH OUT LOUD	SOB
SHIVER	VROOM
ODDLY AMUSING	BLOW UP



Do you think the Canadian filmmaker should get a grant? How might the presence or absence of Canadian films in theatres affect Canadian identity? 

The Economic Excavator

Price: As cheap as possible, but not less than you're willing to pay.

LETTERS TO THE EDITOR

Editor's Note: *Welcome to The Economic Excavator, a newspaper dedicated to economic decision making. The Case of the Canadian Filmmaker has provoked response from different points on the economic continuum. What's your view? Write in and let us know!*

Canadian filmmakers need grants to tell Canadian stories

Clearly the Canadian filmmaker should get a government grant! It's very important for Canadian arts and entertainment to receive government support.

Without this support, Canadians wouldn't have any Canadian TV shows, books, magazines, music or films. No one would make them, because the Canadian audience is just too small. There is much more money to be made supplying the huge American audience with what it wants to see, read and hear.

But who will tell Canadian stories, if Canadians don't? Canadians need Canadian stories. Canadian films reflect Canadian history and identity. They help Canadians understand who they are.

That's why Canada has Crown corporations that support Canadian identity — because Canadians need the government involved in creating this public good.



— A mixed economist

Let consumers make decisions about what's worth watching

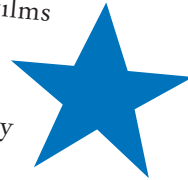
What's the point of making a film without an audience?

Hollywood doesn't make films just for American audiences. Canadians watch Hollywood films, and so do people around the world. That's because the films are worth watching.

Canadians can make films that are worth watching, too — in Canada, the U.S., and all over the globe. That's what Canadians should be striving for.

Government grants do not help the Canadian film industry. They encourage mediocrity. They remove the need for filmmakers to compete for their audiences and respond to what audiences want: excellent films.

And don't forget that government grants come from taxes. Every Canadian pays taxes. Why should their taxes make films they may not want to see? Let Canadians choose their movies themselves, when they buy tickets at the movie theatre.



— A market economist



These letters represent possible views and perspectives. They do not represent the views of everyone in Canada or the U.S. What's your view about the Case of the Canadian Filmmaker?

What support might our filmmaker receive in Canada?

Canada has government-supported organizations to assist the Canadian film industry. This is different than the United States, where government does not directly support film companies. **In what way do government decisions about whether to fund films reflect a difference in the economic systems of Canada and the U.S.?**



Canada's government also provides grants to athletes training for competitions such as the Olympics. Why might Canadians have different views and perspectives on sports funding?

What's Telefilm Canada/Téléfilm Canada?

Telefilm Canada/Téléfilm Canada is a federal Crown corporation that promotes the development and promotion of the Canadian audiovisual industry. It provides Canadian film and television companies, and new media, with funds and other support.

Its role is to "foster the production of films, television programs and cultural products that reflect Canadian society, with its linguistic duality and cultural diversity" and to ensure audiences see these products at home and abroad.

I try to reflect my Francophone identity in every one of my productions. It's important for the government to invest in our cultural identity, because it enriches our country as a whole. Western Canada has a voice — both in English and en français — and the rest of the country needs to see and hear it.

Jean Patenaude is a Francophone filmmaker from Edmonton. He made the film *Karibuni* in 2007 with support from Telefilm Canada.



Karibuni is a documentary about immigrants from French-speaking Africa, and the choice they face to live in French or in English when they settle in western Canada. The word *karibuni* means "welcome" in Swahili. The film also explores the daily struggle of Francophones in western Canada to maintain their language and identity.



Moccasin Flats brings us voices that have never been heard before. Aboriginal people are integral to Canada’s identity. When we tell our own stories to the entire country, it enriches Canada’s culture as a whole, and strengthens our perceptions of ourselves. To maintain a strong country, the federal government must support Canadian creators and artists. Without art, we would be robots.

Jennifer Podemski is an Aboriginal actress and producer with Saulteaux roots. She lives in Toronto.



What benefits does Jennifer Podemski see in the government’s support for Canadian filmmakers? How does it affect her identity and quality of life? How does she believe it affects yours?



This photo shows actors Landon Montour and Candace Fox in a scene from *Moccasin Flats*. The series explores the opportunities and challenges faced by young Aboriginal people in Regina’s inner city.



Canada’s victory at Passchendaele is an astounding story of determination, commitment and triumph. Sadly, with each passing year, the story of our nation’s valour is fading. With the filming of *Passchendaele*, we are determined to rectify this.

In the fall of 2007, actor/ filmmaker Paul Gross shot the \$20 million film *Passchendaele* near Calgary. The movie received \$3.5 million in federal funding through Telefilm Canada, as well as \$5.5 million from Alberta’s provincial government.



How does the work of filmmakers such as Paul Gross contribute to Canadian identity?

The movie is about a World War I battle in Belgium, in which Canada was victorious, but where more than 15 000 Canadian troops died. Some historians consider the battle important to the development of Canada’s identity as a nation.

HOW TO MAKE DECISIONS IN A GROUP

Use the issue of government funding for cultural products to practise the skills of making decisions in a group. These skills are important to citizenship: they help us become active citizens and to build a society that includes everybody — individually and collectively.

Start by considering the information on pages 220 to 224, which provides examples, views and perspectives about government funding for films and other cultural products. Then, in small groups, make a decision about this question:

Should Canada's government provide grants to support Canadian cultural products?

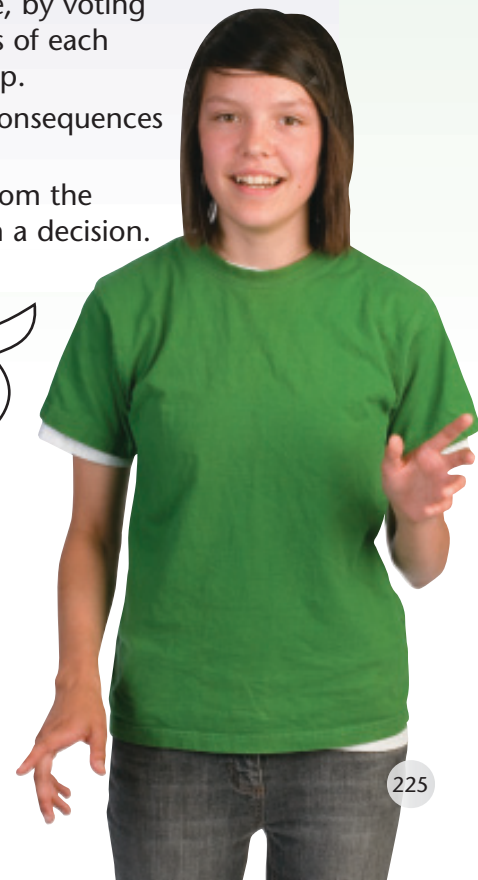
You can help lead the discussion and decision making with the steps below:

- As a group, brainstorm a list of group goals for effective discussions. For example: listen effectively, become aware of other views, and become more informed about the topic.
- Invite group members to take turns sharing their ideas on the topic for decision. Remind everyone that the goal is to hear each person's position before making a comment or interrupting.
- Allow time for each person to respond, ask questions and compare their ideas. As leader, ensure that each person has sufficient time to respond and participate. Keep the group focused on the topic.
- As a group, discuss how to make the decision — for example, by voting or by consensus. Consider the advantages and disadvantages of each method, and how each could shape the decision of the group.
- When your group reaches a decision, consider the possible consequences of the decision, who it will affect and why.
- Conclude by inviting each person to summarize a key idea from the discussion that they felt was significant or helped them reach a decision.

When I lead a group discussion, I like to get everyone to sit in a circle. That way, people are talking to each other, and not just to me as the group leader. Leading a group is about helping people to say what they mean, and to listen to what others have to say.



Evaluate what went well, and what could have gone better, in your group decision-making process. *Refer to pages 349 to 351 in the Skills Centre for more information on how to make decisions in a group.* Use your experience and the information to outline a step-by-step plan for the next time you participate in group decision making.



CASE STUDY 2

SPOT AND RESPOND TO THE ISSUE

Should Canada's government help create and protect jobs?

The Case of the Disappearing Jobs

Economic decision making affects the number and types of jobs available in communities across Canada. This case study explores some of the factors and impacts involved in those decisions.

As you read this section, consider how supply and demand affect jobs, and create opportunities and challenges for Canadians. You might also note how the lost jobs affect other things. For example, a decline in tourists to the community affects jobs in local retail businesses such as restaurants, souvenir shops and hotels and motels. These are known as "spin-off" jobs.

Candy plant closure could mean sour future for Ontario town

SMITHS FALLS, Friday, February 16, 2007

The Hershey Company announced plans yesterday to close its chocolate factory in Smiths Falls, Ontario. The company hopes to increase efficiency by reducing its workforce in Canada and the U.S., and building a new, much larger factory in Mexico.

The Smiths Falls plant currently employs about 500 workers, making it one of the town's biggest employers. It's also a major local tourist attraction, drawing a half million visitors each year.

The plant closure leaves many Smiths Falls residents worried about the community's future. Some say they will leave the town and look for a job out west, where the economy is booming because of the oil and gas industry.

The economic impact of the closure will spread well beyond Hershey's employees and their families. Local business owners say it will devastate the town's economy. They are bracing for a "trickle down" effect that lost jobs and their businesses depend on people spending their pay cheques and tourist dollars in Smiths Falls.

— Based on research into events, views and perspectives.

Hershey's employee Brenda Presley stacks shelves with chocolate syrup at the Hershey's plant gift store in Smiths Falls, Ontario. Hershey's announced today that it will close the local plant. Brenda, and 500 other workers, will lose their jobs, which will be devastating to the small community.



The Economic Excavator

Price: As cheap as possible, but not less than you're willing to pay.

LETTERS TO THE EDITOR

Government needs to protect jobs — and communities

Re: The Case of the Disappearing Jobs

The government needs to be involved in protecting jobs for Canadians. Jobs keep Canadian communities stable and functioning. It's unacceptable for the fate of an entire town to lie in the hands of a private company.

Private companies want profits. They are thinking about chocolate bars, not about the workers who make the chocolate bars. And what about the workers' families, and all the local people who provide them with schools, groceries, health care, hockey rinks and so on? Private companies aren't thinking about them, either.

Government needs to be directly involved in decision making about jobs. It needs to protect and create jobs — for example, by buying and running factories that would otherwise close, or by funding new business ventures that can employ people.

Governments should consider jobs a public good, like education, and take action when required.

— A mixed economist

The Hershey Company decided to close its plant in Smiths Falls based on the economic principles of competition, and supply and demand. If Hershey did not respect these principles, it would go out of business. **Think critically: How should society respond to the issues this creates?**



Jobs come from private companies

Private companies are in the best position to make economic decisions about jobs, because they supply products and services that people want and need.

When people lose their jobs, it means they are supplying something that consumers won't buy. People who lose their jobs need to find other jobs — jobs supplying something that consumers will buy.

Government needs to stay out of this decision making. It is not a business and it does not know the market. Government actions to protect or create jobs end up costing everyone in taxes and lost opportunities.

Private companies respond to consumer demand with creativity and determination — and that creates more and better jobs for everyone.

— A market economist



CRITICAL THINKING CHALLENGE

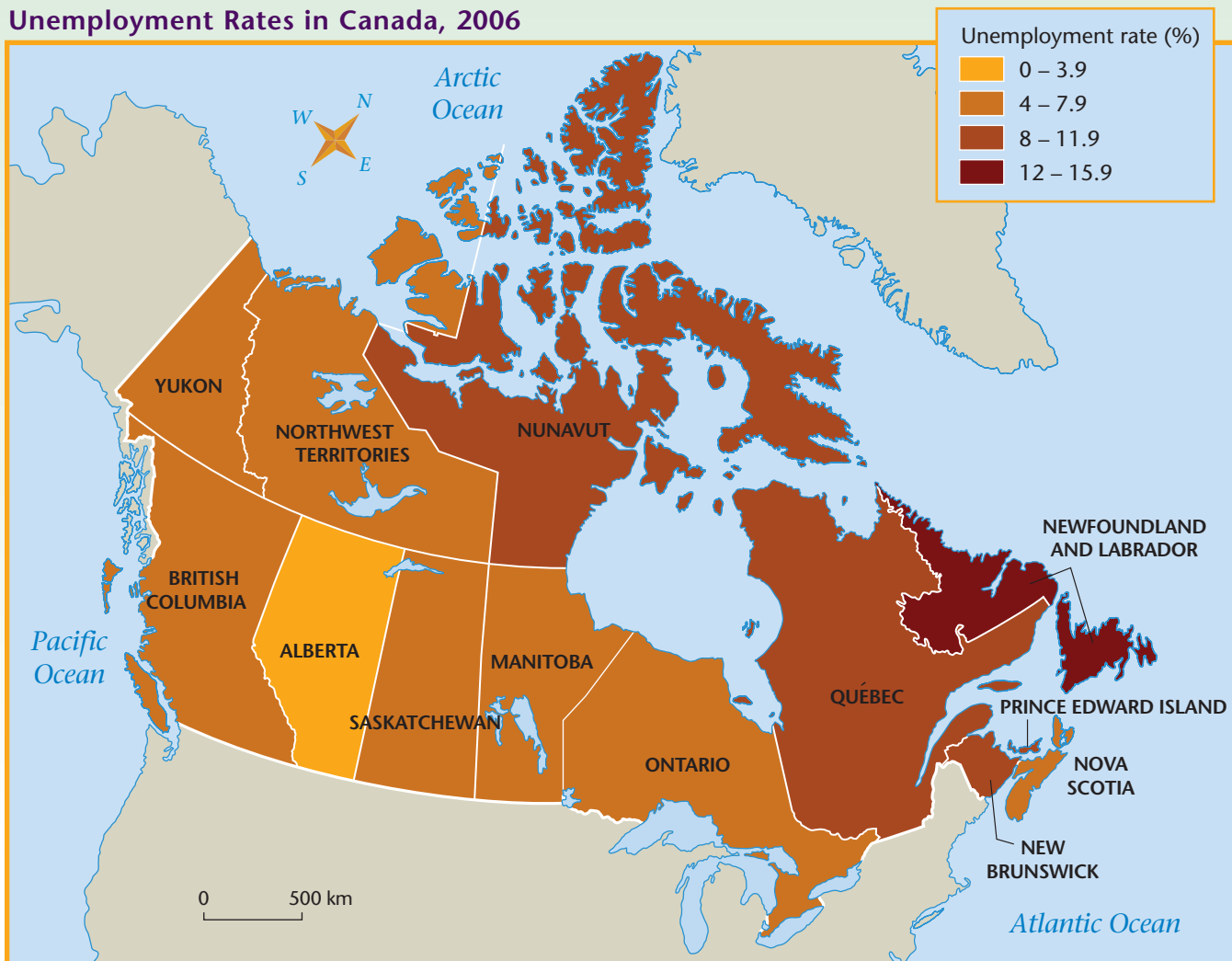
Responsible citizenship involves responding to issues and building a society in which everyone belongs — individuals and groups. How is responsible citizenship different in mixed and market economies? How can economic systems have different strategies for creating jobs? How do jobs create opportunities for people to “belong”?

How do employment rates differ across Canada?

unemployment rate: the percentage of the workforce that does not have jobs

In the article on page 226 about Smiths Falls, Ontario, some people said they might move west to look for work. Examine the map on this page. It presents information about **unemployment rates** across Canada. **Why might people in Smiths Falls decide to move west? How might this affect quality of life in Smiths Falls and in the west?**

Unemployment Rates in Canada, 2006



Based on this map, why might views about government's role in creating or protecting jobs differ regionally in Canada?



CRITICAL THINKING CHALLENGE How might relocating to find work affect the identity of individuals? How might this connect to quality of life?

CASE STUDY 3

The Case of the Workers' Strike

Most Canadians work for a living. **Who or what determines the wages and hours of Canadians on the job?**

This case study explores the rights of workers, and their impacts on economic decision making in Canada. As you read this section, consider how market and mixed economies might respond differently to worker rights.

strike: a cessation of work by workers. Strikes pressure employers to respond to issues that concern workers.

Strike looms over Saskatchewan health care

September 5, 2002

Saskatchewan health-care workers have voted to go on strike. They will walk off the job tomorrow.

The workers' union is demanding higher wages. Union president Stan Dmnik says hospitals are losing workers to better-paying jobs. He says this means patients are not getting the care they deserve, and waiting lists are getting longer.

The strike has prompted the Regina Qu'Appelle Health Region, a provincial agency responsible for delivering health care services in southern Saskatchewan, to cancel some surgeries. The agency has announced that there will be no cardiac surgeries until the strike is over.

The agency also warned of further disruptions unless the strike is resolved quickly: more bed closures and more cancelled surgeries. Newborns requiring specialized care will be transferred out of province.

The government could pass a law requiring Saskatchewan Health Minister John Nilson rejected calls for the government to intervene in the labour dispute. The government could pass a law requiring the strike to end, with penalties such as fines if the union does not comply. The minister said such "back-to-work" legislation was always a last resort.

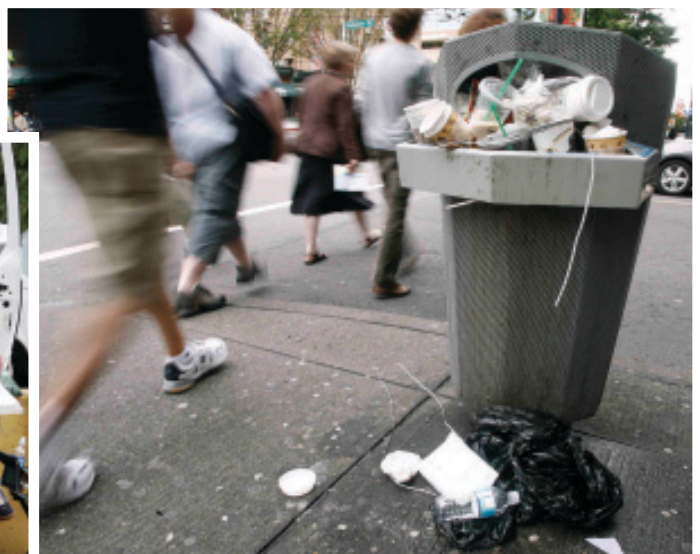
— Based on research into events, views and perspectives.



These health care workers are attending to the needs of child with an injured leg. The child needs their help, and the workers need fair compensation for their skills and services. **Think critically: Why might Canadians have different views about how to solve a health care strike? How might a health care strike affect your quality of life?**

WHAT ARE SOME OTHER EXAMPLES OF STRIKES?

Vancouver's outside workers went on strike in July 2007 over wages. Strikes can also involve issues about benefits, such as time off and pensions, or working conditions.



Vancouver residents and businesses began strategizing about what to do with their garbage. This photo shows a refuse container in downtown Vancouver.



Why do strikes happen? How do they affect quality of life? From whose perspective?

Striking CN workers march in front of the CN tower in Edmonton on March 11, 2004. The strike disrupted rail service across Canada. The workers were seeking better pay from CN rail.



Air traffic controllers in the U.S. are no longer unionized because of a decision in 1981 by then-U.S. president Ronald Reagan. The controllers went on strike for higher wages and shorter hours, which disrupted airports. Reagan refused to negotiate with the controllers' union and fired the striking controllers. He then replaced the controllers with supervisors and military personnel, until more air traffic controllers could be trained.

WHAT'S A LABOUR UNION?

- Workers organize **labour unions** to represent their needs to employers. Unions provide a way for workers to act as a group. Unions make **collective bargaining** possible.
- By organizing workers into groups, unions can pressure employers about wages, working hours and workplace safety. Strikes are a form of pressure. During strikes, workers as a group refuse to do their jobs.
- Today, unions exist in many parts of Canada's economy, including transportation, education, health care, forestry, construction, manufacturing, public service and others.
- Because of unions, Canada has labour laws, such as the Canada Labour Code. Canada's labour laws establish that workers have a right to form unions. They also describe bargaining procedures for unions and employers, and set standards for wages, hours, safety, holidays and other matters.
- Governments in Canada have opposed unions at times. You can read more about this on page 234.

collective bargaining: negotiating as a group. Collective bargaining is the key right established by unions for workers.

labour union: an organization of workers that acts to protect workers' rights and interests



DID YOU KNOW?

Many factors can contribute to the wages and working conditions of workers. For example:

- Unions influence the wages and conditions of unionized jobs. Not all jobs are unionized, however. For example, most retail workers don't belong to unions.
- Labour shortages can drive up wages, as businesses compete for workers to fill jobs. Consider how this relates to the principle of supply and demand.
- Economic slowdowns can drive down wages, as companies cut jobs and pay less to workers to stay in business.

In Ontario, craft workers were among the first workers to organize a union. In 1872, they began the "Nine Hour Movement," which lobbied employers for a shorter workday — from twelve hours down to nine. Craft workers were skilled in trades such as tailoring, baking, printing, bricklaying and shoemaking. **Think critically:** In what way were their actions an example of active and responsible citizenship? In what way did their actions improve quality of life for Canadians?

This photo dates from 1912 and shows a 14-year-old coal miner in Canada. He has a lamp on his head, so he can navigate and work in the underground mine shafts. This boy would have worked full time in the mine. Because of unions and labour laws, Canada no longer allows employers to hire children full time, or for dangerous jobs like coal mining. **Think critically:** How has this affected your quality of life?



DID YOU KNOW?

In 2005, Alberta's government changed rules about hiring young people to work in restaurants. Before 2005, employers needed government permission to hire children younger than 14 years of age. Since 2005, they can hire children 12 years of age and older without permission. The decision partly aimed to ease a labour shortage in the restaurant business.



CRITICAL THINKING CHALLENGE Employers provide jobs for workers.

Workers provide employers with labour. Why do employers and unions need to bargain with each other?

connect to the big ideas

1. Find examples in the media of issues related to labour disputes. Use these examples to develop a collective-bargaining scenario between a union member and an employer. Consider the views of each individual and propose a settlement that meets both their needs. Role-play the scenario or write a script for it.
2. Research a labour union from Canada or the U.S. to extend your learning about the role of unions in mixed and market economies. Compare your research with a partner. Find out:
 - The history and goals of the union.
 - The scope of its membership.
 - Services it provides to its members.
 - An issue that it is currently involved with.
 - The ways that the union has affected the economies of the U.S. or Canada.

The Economic Excavator

Price: As cheap as possible, but not less than you're willing to pay.

LETTERS TO THE EDITOR

Government must respect unions

All Canadians benefit when workers are fairly paid and have proper, safe working conditions. We have unions to thank for that. They have a role in the economy that government, and everyone, needs to respect.

Unions balance the power of employers in the economy. They are the voice of workers. Before there were unions, employers had too much power to make economic decisions. They alone determined how much workers would be paid and how long they would work. And, generally, employers did not treat workers well.

Governments passed labour laws to correct this situation. Labour laws recognize the rights of workers, including their right to form unions. They establish minimum working conditions and rules for bargaining, when unions and employers come into conflict over working conditions.

These laws are an essential part of how Canada governs itself. They contribute to fair economic decision making in Canada. Protecting worker rights, and unions, is an example of why government must take a role in the economy.

— A mixed economist



Government must control unions

Unions are a fact of life, but we have to be careful that they don't become too powerful. They can make demands that are not good for the economy or for workers.

Unions can price their workers right out of jobs. If unions strike for higher wages in Canada, employers can move their businesses to other countries, such as Mexico or China, where labour is cheaper. Because of unions, Canadians end up unemployed in places like Smiths Falls, Ontario.

Unions also hold society hostage. It isn't fair that a workers' strike can shut down essential services, such as health care. The U.S. government understands this, and at times in its history has taken steps to break unions.

Government has a role in controlling the impact of unions on the economy. It should be willing to pass laws that force unions back to work when they go on strike with unreasonable demands. This will protect jobs and essential services.

— A market economist



connect to the big ideas

1. Examine the letters on this page carefully. What evidence can you find of the values that shape each one? Identify an example from each letter and describe how it connects to citizenship and quality of life.
2. Draw a cartoon about the relationship between unions and management.

How has the recognition of worker rights in Canada changed over time?

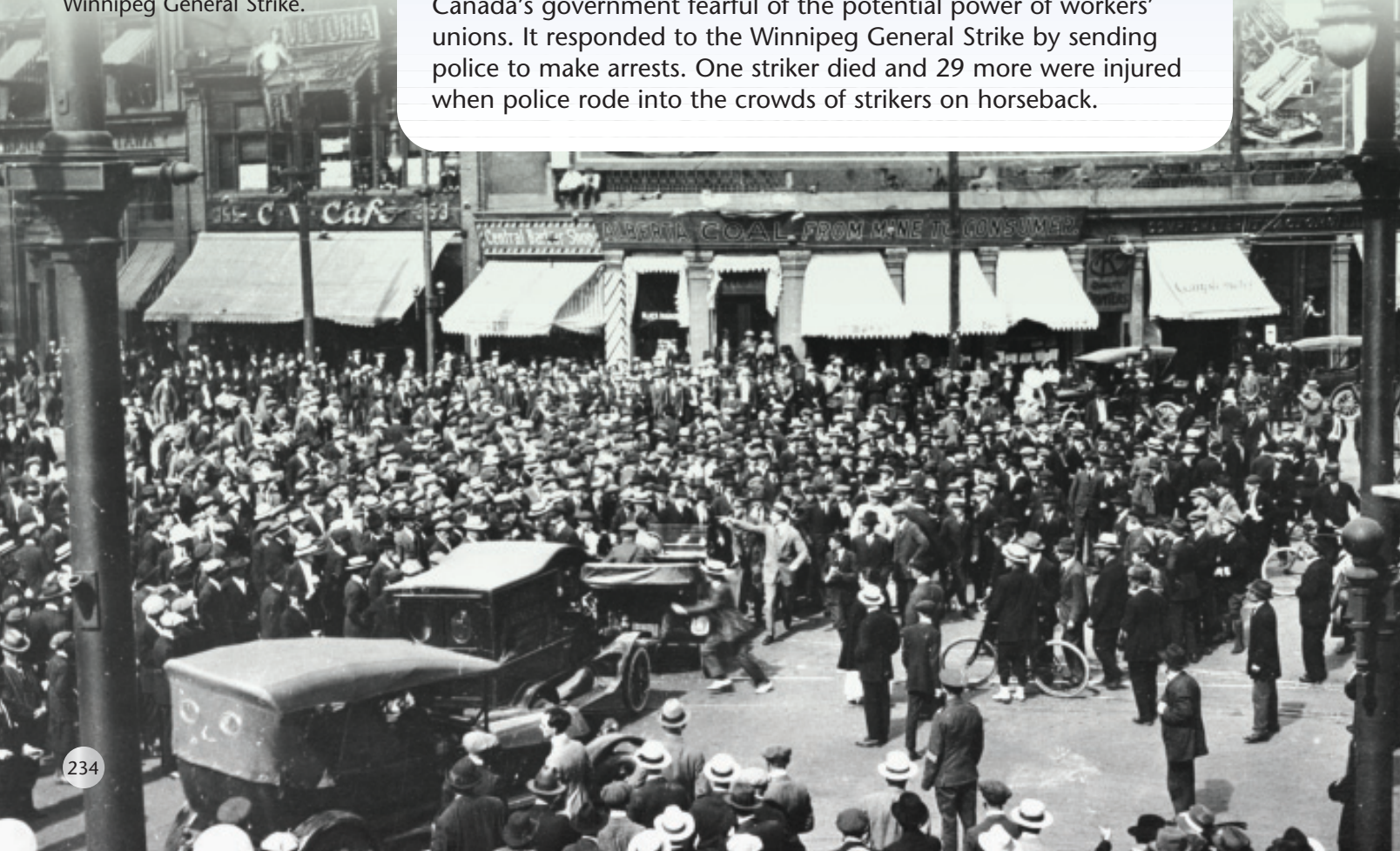
Examine this page and page 235 for evidence about the position of Canada's government on the right of workers to form unions in the past and now.

As you work through these examples, think about historical context. Historical context concerns events, and accepted values and attitudes, that shape responses to issues. **What is key to the historical context of the Winnipeg General Strike on this page? What is key to the historical context of the Supreme Court decision on page 235? Describe how these two events reflect change in Canadian society.**

WHAT WAS THE WINNIPEG GENERAL STRIKE?

A general strike is when workers in different sectors of the economy in a particular place — a city or nation, for example — organize to stop working at the same time. This happened in Winnipeg in 1919. The Winnipeg General Strike happened after World War I, when many people had trouble finding jobs. It also happened two years after the Russian Revolution, in which workers had organized to help overthrow Russia's government. The Russian Revolution made Canada's government fearful of the potential power of workers' unions. It responded to the Winnipeg General Strike by sending police to make arrests. One striker died and 29 more were injured when police rode into the crowds of strikers on horseback.

Workers crowd the streets in June 1919, during the Winnipeg General Strike.



Supreme Court rules that Charter protects collective bargaining

June 8, 2007

The Charter of Rights and Freedoms protects collective bargaining, the Supreme Court of Canada ruled yesterday. The decision will affect workplaces across the country.

The court said that freedom of association under section 2 of the Charter guarantees that workers can unite and present demands to employers. It also said section 2 creates an obligation for employers to negotiate with workers. The ruling comes from a case launched by unions against the government of B.C. In 2002, the B.C. government passed a law that cut the jobs and wages of health care workers. This violated an agreement reached with the workers' union through collective bargaining. The government passed the law to control health care costs.

The ruling struck down parts of the B.C. law, saying that governments cannot create legislation that "substantially" interferes with collective bargaining. It may mean that governments, among other things, can no longer end strikes with back-to-work legislation. Canada's government legislated striking CN rail workers back to work in April 2007.

— Based on research into events, views and perspectives.



CRITICAL THINKING CHALLENGE

The Supreme Court decision about collective bargaining represents an interpretation of the Charter of Rights and Freedoms, and establishes collective bargaining as a right protected by the Charter. In what way does this decision reflect values that underlie political and economic decision making in Canada?

connect to the big ideas

Scan television, Internet, newspapers and other media for articles about mixed and market economies and labour unions. Look for examples of government involvement, strikes or other labour disputes. Write a summary of the issues involved and how these affect quality of life.



Wrap Up Your Task

For your chapter task, you need to write a position paper for the Canadian Minister of Finance. Your position paper will answer the question:

Should Canada and the United States have a common economic system with limited government involvement?

Summarize Your Ideas

Review the chart you began on page 197 and summarize your ideas about different views and perspectives on mixed and market economies. Remember, you will need to consider the purpose and audience for your writing. Consider the “Steps to Writing for Different Purposes and Audiences” that you practised on pages 216 and 217.

Write Your Position Paper

Use an organizer like the one below to help you draft your position paper.

Should Canada and the United States have a common economic system?	
Introduce the Question	<i>Explain your purpose and who the audience is for this position paper. Explain some background information about why this question is important to explore. Define important terms, such as mixed and market economy.</i>
Your Position	<i>State some views and perspectives on the issue.</i>
Counter-arguments	<i>Canada and the United States should/should not have one economic system because...</i>
Evidence Needed to Support Your Position	<i>Give some opposing arguments to your position to show that you recognize opposing views on the issue. Include facts, figures and strong reasons supporting your position. Provide examples of how a ___ economy would benefit Canadians most. Insert quotes from different individuals that support your position.</i>
Conclusion	<i>Restate your position with a summary of your evidence.</i>



TIPS FOR WRITING A POSITION PAPER

- ✓ Identify your audience and purpose for writing.
- ✓ Research your position thoroughly.
- ✓ Organize your evidence in a logical and persuasive order.
- ✓ Write and proofread your first draft.
- ✓ Rewrite and revise your drafts to make your ideas clear and concise.
- ✓ Make sure your final draft is typed or neatly handwritten.

Chapter 6 Review

WHAT DID CHAPTER 6 EXPLORE?

- What values shape the mixed and market economies of Canada and the United States?
- How do economic decisions about scarcity, supply and demand, and competition affect individuals and groups?

Revisiting the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

To what extent do different economic systems affect quality of life?

Work through the directions for “Demonstrating Your Learning” on page 55 to present your position.

Share What You Know

Create a mind map representing mixed and market economic systems. Use symbols, lines, arrows and graphics to illustrate relationships between key ideas. Explain your mind map to others. *Look for tips on creating mind maps in the Skills Centre on page 365.*



Link with Technology

Using presentation software, create a multimedia presentation for your class illustrating the benefits and challenges of mixed and market economic systems, and which system would benefit Canadians most. Incorporate hotlinks to select Canadian and American websites that you can use in your presentation to support your ideas.

Take Action

With the assistance of your teacher, invite a member of a business organization, government representative or local union representative to speak to your class so you can learn more about economic issues affecting quality of life.

Write an editorial summarizing your position about the issues the guest speaker presents. Identify and summarize possible views and perspectives of other individuals and groups in society. Ask your principal to include the editorial in the school newsletter to inform others about the issues.

Reflect Before You Forget

Reflect on what you learned in this chapter. Complete these thoughts:

- In this chapter I discovered... about how economic systems affect the citizenship, identity and quality of life of individuals and groups.
- The most important thing I learned in this chapter about economic decision making is...
- One thing I'd like to know about exploring economic issues and identity is...

CHAPTER 7

What role should consumerism play in our economy?

consumerism: an economic theory that links prosperity to consumer demand for goods and services, and that makes consumer behaviour central to economic decision making

Consumerism influences the economies of both Canada and the U.S. It reflects some common values that shape the economies of both countries. This chapter presents information about those values, and about different views and perspectives concerning the impact of consumerism on citizenship and quality of life.

Consumerism is an economic theory that says the more people buy, the better it is for the economy. In economies based on **consumerism**, consumer behaviour plays a key role in economic decision making.

When we buy goods and services, we become consumers. **Have you ever thought of what influences you as a consumer?** Maybe you consider the quality or price of a good or service before you buy it. Or you might consider where it was made. Maybe laws about health and safety affect the products and services you can choose from.

The decisions we make as consumers have consequences for the quality of life, citizenship and identity of ourselves and others — so it's important to think about what does and what should influence consumer behaviour.

This chapter explores factors that affect consumer behaviour, and how these factors connect to economic systems in Canada and the U.S.

FOCUS QUESTIONS

- How does consumer behaviour affect quality of life for individuals and groups in Canada and the U.S.?
- What affects the impact of consumerism on the economies of Canada and the U.S.?



Your consumer choices can create by-products such as wastes. For example, if you buy a bottle of water, the bottle ends up in the recycling or the garbage. If you buy a bottle for water, the bottle gets used again and again. **Think critically: What impact can consumer behavior have on the environment? How do impacts on the environment connect to quality of life?**

Based on these photographs, what challenges and opportunities can consumerism create for society?



North America's auto industry used to depend on consumers purchasing new cars every two or three years. Because of consumer pressure and foreign competition, today's cars are better built, safer and have longer warranties. So, consumers use their cars longer and don't buy new cars as frequently. When they do buy cars, they may choose one made in Asia or Europe. **Think critically:** To what extent does consumer behaviour affect the jobs and products available to people? How do jobs and products connect to quality of life?



Consumer behaviour has many impacts, including impacts on producers, jobs and the environment. **Think critically:** How might marketing affect consumer behaviour? Why might understanding the role of marketing be important to you as a consumer?



This bumper sticker dates from 2003. It aimed to encourage Alberta consumers to band together and buy Alberta beef to support Alberta beef producers. In 2003, "mad cow disease" had stopped international sales of Alberta beef, which meant Alberta beef producers faced hard times. **Think critically:** How can consumers act together to bring about change?



Create a media message communicating how marketing affects consumer behaviour.

Your Role

You've been asked by a leading North American consumer organization to create a media message informing your peers about how marketing affects consumer behaviour and quality of life. Think of your friends and how you could create an informative message about the effects of advertising for them. Your message should raise public awareness about the marketing techniques used by advertisers to sell a product and how consumer decisions are influenced by these techniques.

As you work through the chapter, think of a product or brand that will help you answer the question:

To what extent does marketing affect consumer behaviour?

Your Presentation

Your message should reflect and describe:

- The relationship between marketing and consumerism.
- The common values consumerism reflects in the economies of Canada and the U.S.
- The marketing techniques used by the advertiser to sell goods and services.
- The relationship between advertising and consumer behaviour.
- The ways this relationship affects your quality of life and that of others.

Your media message should be engaging, persuasive and clear.

Choose an effective format for your message, such as:

- A one-page feature for a magazine or newspaper.
- A public service announcement for radio or TV.
- A pop-up infomercial for the Internet.
- A poster or other visual.

What's the best way to communicate your message?



It would be loud, but would it be effective?

Let's get started!

Alone or with a partner, brainstorm some ideas on the question: To what extent does marketing impact consumer behaviour? What do you already know about marketing techniques used by advertisers to sell products? How do these affect your decisions as a consumer?

As you read through the chapter, collect examples of products or brands. Your examples could include a line of clothing, a type of vehicle such as trucks, products from a computer software company, or a type of food. Use a chart, like the one below, to analyze the examples. Determine to what degree each example affects consumer behaviour. Next, draw some conclusions on what you have learned from this chapter that might guide you when finishing your task.

Inquiry	Example of product	Impacts on consumer behaviour: a little or a lot?
The marketing techniques used by advertisers to sell the product are...		
Some examples showing the relationship between advertising and the choices of consumers about this product are...		
Consumer decision making with this product affects quality of life in these ways...		
My Conclusion <i>Marketing affects consumer behaviour in these ways...</i> <i>As consumers, we can take action to improve quality of life by...</i>		



How could you use the Internet?



How might you plug into emerging communications technology?

How does consumer behaviour affect quality of life for individuals and groups in Canada and the U.S.?

Many factors can affect the behaviour of individual consumers, such as the shoppers in this mall. Individual consumer choices affect society as a whole — for example, the jobs people have and the quality of the environment. **Think critically:** How do factors such as jobs and the environment connect to citizenship, identity and quality of life?

WHAT'S IN THIS SECTION

In this section, you will read about how consumer behaviour affects quality of life for you and others. You will find:

- Articles and interviews that illustrate factors that affect consumer behaviour.
- A chart and examples of how consumer behaviour is linked with economic growth.
- Examples of how advertising affects consumer behaviour.

What are you looking for?

As you read this section, look for:

- Factors that link consumer behaviour to identity, health and the environment.
- Connections between economic growth and consumer behaviour.
- Techniques marketers use to influence consumer behaviour.
- How government decisions influence consumers by limiting or supporting certain consumer behaviours.



What guides your behaviour as a consumer?

Imagine it's Saturday. By some lucky chance, you have plenty of money to spend. You've decided to go shopping at Mall of the World.

The mall has many stores offering different products and services. Some products come from countries where human rights is an issue. Some products contain substances that you can recycle — or not. You can buy products that use a larger or smaller quantity of resources to manufacture and use — an electric toothbrush or an ordinary toothbrush, for example.

This section investigates some of the factors that might influence the decisions you make. It considers these questions:

- How will your identity — who you are, what you believe in and value, where you live, the groups you belong to, your way of seeing the world — come into play?
- How much will you consider your health? Safety? Security?
- How does choosing a product affect the jobs people have?
- How important to you are the environmental impacts of products and services?
- How will marketing affect what you buy?
- Do you really need to buy anything at all?

Buying things is serious business!
It's part of the economic decision making that determines how our society uses resources.



If we haven't got it, it doesn't exist.

Shopping
All the brand names and the bargains!
3 kilometres →

Food Court
Tasty snacks and meals from every corner of the globe!
← 1.2 kilometres

Entertainment
Movies! Petting Zoos! Bungee Jumping! More!
Right this way! ↑



FACTOR

Identity

The choices we make as consumers can reflect our identity. Think about the clothing you are wearing today. What do your clothes say about your beliefs and values, and what you consider important to your quality of life? Consider how these factors may have influenced you when you bought these clothes.

Take a look at the comments of the Grade 9 students on this page and the next. These students have different views on how clothing can express their identity. What do their views say about their behaviour as consumers? How do their views compare with your own ideas about expressing identity?



I think what influences me the most as a consumer is brand names. Everyone wears brand names, and you want to be accepted. Conformity is a huge factor in brand names.

Also, you can see how reliable brand-name clothes are. If everyone has had a good experience with them, then you know they're good quality.

– Jordan Stang



I'm mainly influenced by my friends' and family's opinions, because I see them every day. But even though my friends and family give me their opinions, I don't like to conform. Conformity gives you an image of unoriginality, because you follow what everybody else is doing.

Unless I know a product is good quality and a good price, though, I don't give a thought about buying it.

– Thao Duong



Which of these views about factors that affect consumer behaviour are most similar or dissimilar to your own views? Why?



CRITICAL THINKING CHALLENGE To what extent do the products we consume define who we are and what's important to our quality of life?

When I'm looking for food, I go for personal preference: 100 percent. Same goes for video games and movies. I don't care what the ads or other people say. If I like it, I'll buy it.

That's only somewhat true when I'm buying clothes, though. I usually try to buy the brand that's popular, unless I don't have enough money. Then, I usually save up until I do.

All in all, I try not to let advertising influence me too much, although it is kind of difficult.

– Mackenzie Kerman



I just started working, so one of the most important influences for me is price. Brand names are also a big influence. When I see stars with a particular product, I feel compelled to try it. I want to know why these big stars with lots of money are buying it.

– Meagan McIntosh



connect to the big ideas

1. Choose examples of five different products you have bought recently. Take some time to analyze why you bought each item. Create a breakdown of factors. To what extent did your identity play a role? Think about how your purchases reflect who you are, what you believe and value, the groups you belong to, and your way of seeing the world. Also consider what other factors played a role, such as price and quality.
Create a collage explaining your analysis. Include visuals of the items and visuals to illustrate the major points of your breakdown.
2. Describe how each item in question 1 affects your quality of life. Discuss your conclusions with a small group of classmates. How do your conclusions compare? How do you explain similarities and differences between your consumer behaviour and theirs?



Steps to Analyzing Media Messages

For your chapter task, you need to create a media message about the effects of marketing on consumer behaviour. Media messages and marketing are important in our economy — and the economy of the U.S. — because consumerism is important in our economy. Media messages and marketing aim to affect consumer behaviour.

For an experiment, count how many media messages you encounter as you get ready for school and travel there — for example, on TV, your computer, the newspaper, the radio or billboards. How do the messages get your attention? To what extent do they affect what you believe or what you do?

Media messages try to influence us. Analyzing media messages, and thinking critically about them, is an important skill because it helps us become informed and active citizens.



Media messages can affect your decision making and your position on issues. It's important to think critically about media messages, so you base your decisions on reliable information.

I look at who a media message targets. I think about why and how it targets a particular audience. This helps me step back from the message and think for myself about what it's saying.

Try this!

For your task, you need to create a media message that clearly communicates your research and conclusion on the question: **To what extent does marketing affect consumer behaviour?** What will make your message effective and persuasive?

To figure out techniques that make media messages effective, explore and analyze two or three examples, such as a bulletin board, flyer, radio announcement or TV commercial. Use an organizer like the one below.

What type of text is it?	<i>There are many kinds of media out there (television, radio, online texts, visual). Identify what kind of media it is first.</i>
Who is communicating and why?	<i>Examine who is producing the text and what their goal is. For example, a message might inform the public about a non-profit group. What ideas and values are the authors of the message trying to communicate?</i>
How has it been produced?	<i>The way a media message is produced affects how the message gets out. Look for the kind of technology it uses.</i>
Who is the intended audience?	<i>Look for clues about who the message is for – for example, in images and slogans. Who will respond to the text or listen most to the message?</i>
How is the message constructed?	<i>Look for symbols, slogans, use of colour and other designs. How do they convey underlying values or meaning? What does this tell you about the intent of the message?</i>
Is music or sound involved?	<i>If music is used, what emotions does it provoke? What do the lyrics relate to the content of the message?</i>
How does the content represent the subject?	<i>Think about how people and places are presented in the media. Do you detect bias or stereotyping? Are the events portrayed positively or negatively? What persuasive techniques are used? Is the message realistic or sensational? What needs is the message saying it will meet, such as safety, comfort, health or popularity?</i>



When a message gets my attention, I think about why. Sometimes, I just like the music or the pictures that go with a message. Once I figure that out, I can look at the message itself. I can think about what it really says.



In 2007, the Edmonton Public School Board decided to ban the sale of foods such as chips and chocolate bars from schools. As the article on this page shows, parents had different views about this decision.

FACTOR

Health and Safety

Federal law requires warnings on products such as cigarettes to discourage consumers from buying them. As the warnings tell you, smoking can lead to cancer and heart disease. Despite the warnings, however, adults can still buy cigarettes.

Some governments in Canada have gone further. They have banned some products and made them unavailable to consumers. **Why might Canadians have different views about decisions to ban some products?**

Schools ban junk food

EDMONTON — Edmonton's school board gave unanimous support Tuesday to a motion to eliminate the sale of junk food in all schools. Trustee Ken Gibson said it's important for the board to lead by example. "We need to have a strong statement about what our beliefs are and what is good for our students," he said.

Of eight community members who addressed the board, most called for a ban. Nancy Rempel, a parent at Rutherford School, said junk food sold in schools is often too tempting for children. She compared it to someone going grocery shopping while feeling hungry. "Why offer (junk food) in an institutional setting that is meant to provide role-modelling and an education?" Rempel said. "Schools teach health and gym, and then offer sugar-, salt- or fat-laden treats in vending machines. It's wrong and it needs to stop."

Of eight community members who addressed the board, most called for a ban. Randy Lee said children need encouragement to get away from junk foods that contribute to unhealthy lifestyles. "We've removed cigarettes from the environment and the equation, so now it's time to remove junk food," Lee said. Two people said they thought it was wrong to ban junk-food sales. One said a ban would prevent schools from raising funds by selling candy, or from having "pizza days."

— Adapted from an article by David Howell in the *Edmonton Journal*, November 28, 2007.



Examine the information on this page and page 249. How does legislation about consumer health and safety affect consumer behaviour? How does this legislation connect to values and economic systems in Canada and the U.S.?

Calgary eateries race to reduce trans fats

CALGARY — Calgary restaurants are scrambling to trim trans fats just days before the city becomes the first in the country to regulate use of the artery-clogging additive.

Controversial new health regulations take effect Tuesday.

"The research suggests there is no safe level of consumption of trans fat," said Dr. Brent Friesen of the Calgary Health Region (CHR).

Restaurants are the first to be targeted in the CHR's battle against trans fats, and grocery stores are next.

Organizations such as the Canadian Council of Grocery Distributors expressed concern about the regulations because trans fats are a staple in many processed foods on grocery and bakery shelves.

— Adapted from an article by Sarah Chapman, CanWest News Service, December 30, 2007.



New health regulations mean customers at Calgary restaurants will no longer jeopardize their health with trans fats. Trans fats occur in some kinds of food more than others. Packaged and processed foods, for example, generally contain higher levels of trans fats. **Think critically:** How might a ban on trans fats affect demand for food products? How might it affect producers who supply food to restaurants?

DID YOU KNOW?

Legislation about Consumer Health and Safety

Consumer health and safety is the focus of legislation in both Canada and the U.S. — or the focus of debates about it. For example:

- Both Canada and the U.S. have product-labelling laws that require producers to list the ingredients in food and cosmetics.
- The U.S. has laws making airbags mandatory in cars, along with seat belts. In 2007, Canada's laws made only seat belts mandatory.
- In 2007, neither Canada nor the U.S. had legislation to limit trans fats in foods. Canada had considered it, however. In 2004, Canada's government established a task force to investigate the issue, but decided to ask food companies to reduce trans fats voluntarily.

SPOT THE ISSUE

How much control should consumers have over choices that affect their health and safety?




CRITICAL THINKING CHALLENGE To what extent do differences in the way the U.S. and Canada regulate products for health and safety reflect differences in their economic systems?

FACTOR

Jobs

When you buy a product, you connect to a chain of people and their jobs. Your choice is part of what keeps them employed.

Take, for example, a ballpoint pen. Here are some of the jobs connected to your pen purchases.

 What is the link between consumer spending and jobs? What can you conclude from this flow chart?



DID YOU KNOW?

Consumer Spending and Economic Growth

Consumer spending plays an important role in both mixed and market economies. For example, in Canada in 2006, consumers spent more than \$400 billion on products and services. In the U.S., consumer spending accounts for 70 percent of economic activity. Consumer spending affects economic growth in Canada and the U.S. Economic growth is the degree to which a country's wealth increases over a period of time, usually a year. Measures of economic growth include:

- How much profit a country's economy makes from the goods and services it produces.
- How many people have jobs and are making an income.

If profits fall, or fewer people have jobs, this indicates that an economy is shrinking rather than growing. In both Canada and the U.S., governments watch consumer spending closely. Through tax breaks and other measures, they sometimes encourage consumer spending to keep their economies growing.



Consumerism is the theory that the more consumers spend, the better it is for the economy. In what way does the flow chart on page 250 support this theory?

connect to the big ideas

1. Take a close look at the production flow chart on the opposite page. List the participants in the production and sales process. How might consumer decisions to buy ballpoint pens affect the quality of life for each participant?
2. Explain how, in your opinion, consumer behaviour affects the production of goods and services and affects jobs. Support your ideas with examples and evidence.
3. Research a product or service that you like or that you frequently consume. Create a flow chart or other visual illustrating the relationship among the producer, other participants in the production and sale of the product or service, and the consumer. In your opinion, which participant contributes most to the economy? Explain your reasons.

FACTOR

Environment

Your choices as a consumer also affect the air, water and land that you share with everybody. Here are some of the environmental effects connected with the purchase of a pen.



The economic theory of consumerism says the more people buy, the better it is for the economy. Consider the information on this page and page 253. Why might Canadians have different views about the value of consumerism?

WHAT IS YOUR PEN MADE OF?

Packaging

Packaging makes up one-third of the waste North American consumers generate. Many resources end up as packaging. For example, packaging accounts for about one-quarter of all plastic produced in the U.S.



Plastic

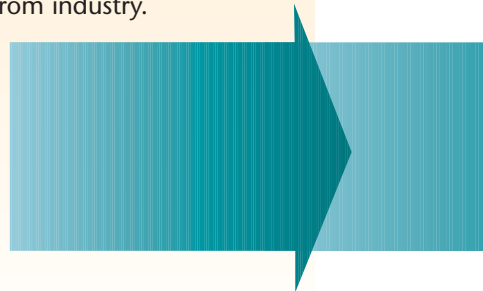
Plastic manufacturing emits toxins such as formaldehyde, phenol and xylene. In Canada and the U.S., governments regulate the amount of toxins industries can release into the atmosphere.

Ink

Ink is made from organic compounds. The manufacture of organic compounds emits pollutants such as sulphur oxides. Sulphur oxides make rainwater acidic, which can damage lake ecosystems and crops. To limit the damage, governments in Canada and the U.S. regulate and monitor acid-forming emissions from industry.

Metals

Pen tips use metals — typically copper, zinc and tungsten. Metals come from mines, which can have many environmental impacts. Copper, for example, typically comes from open-pit mines.



DID YOU KNOW?

Legislation about Consumerism and the Environment

Canada and the U.S. have laws and programs related to consumer behaviour and the environment. For example:

- Both governments have banned leaded gasoline, because of the harmful effects of lead on human health and the environment.
- Consumers shopping for new appliances in both Canada and the U.S. can identify energy-efficient options because of government programs that label these appliances.

In both Canada and the U.S., producers and consumers have also taken environmental action on their own. Many green products on the market today — such as organic foods and environmentally friendly household cleaners — don't come from legislation. They come from consumer demand.



CRITICAL THINKING CHALLENGE

Why might choosing to buy environmentally friendly products affect the quality of life for you and other people?



What are some choices you can make as a consumer that protect the environment? Why might this be important?

connect to the big ideas

1. Go online and research consumer protection organizations regarding their policies for making the public aware of products that have a positive or negative effect on the environment. Create a slide presentation or electronic animation that highlights the organization and their policies.
2. Develop three criteria to evaluate how consumer behaviour affects quality of life. Think about how quality of life, and consumer behaviour, connect to identity, health and the environment. Use your criteria to evaluate information you find in this chapter.



This is the Kennecott mine, an open-pit copper mine near Salt Lake City in the U.S. It's the largest human-made hole on Earth. Governments in Canada and the U.S. set standards for restoring open-pit mines, but the task is challenging.

In addition to pen tips, copper is used in the manufacture of coins and products such as plumbing pipes, cutlery and musical instruments. This mine represents decision making about how to use scarce resources — land, labour and capital (refer to pages 202 and 203). Consumer demand for products containing copper contributed to the decision to open this mine, and contributes to the decision to keep it operating.

CRITICAL THINKING CHALLENGE

To what extent do consumers choose the products they buy, and to what extent does marketing determine what they buy?

FACTOR

Marketing

Let's say you're in the Mall of the World food court. You are deciding whether to buy a drink. The food court offers many well-known brand-name beverages you have seen advertised in magazines and on TV. How might advertising affect what you do?

Identify ways the ads on this page promote informed decision making. Identify other ways they try to influence your decision making. How might the principles you find in these ads apply to advertising and marketing for all products — including clothes, electronics, entertainment and school supplies?

DID YOU KNOW?

Legislation and Marketing

Both Canada and the U.S. have legislation that affects what advertising can say and can't say. For example, advertising can't make false or misleading claims about products and services. In Canada, rules about advertising come under the Competition Act. The Competition Act aims to uphold competition among producers by ensuring fair business practices.

We drink NOW. You should too.

Your mother won't like this. But you will.

NOW® is the drink of the new generation. Your generation.

NOW® delivers a jolt of flavour you'll love.

Taste tests show that 60% of young people choose NOW® over other leading brands.

Join your generation. Drink NOW®

IT'S JUST COFFEE

When you buy brand-name coffee, only a few cents of every dollar goes to the farmers who grow the coffee.

We don't think that's just. So, when we buy coffee, we pay fair prices to farmers.

It costs a little more, and it tastes a little better.

"I feel good about buying this coffee. I know my choice is directly supporting a farmer in Central America. And the coffee is delicious!"

— Singer/songwriter Leslie Mellon

RENEW YOURSELF

When you go hard, your body needs replenishment.

Renew's patented formula of essential nutrients and electrolytes supplies what your body needs. Clinical trials show it hydrates you better than any other sports drink on the market.

GO HARD. RENEW®

"Years of scientific testing show that you need proper hydration to perform at your peak. If hydration levels fall even 2%, you start to feel the effects."

— Dr. G. Vesicak, sports medicine specialist

HOW TO ANALYZE ADVERTISING

Have you ever thought about how much influence advertising has on the decisions you make as a consumer?

Advertising is not just seen on television commercials and on billboards — it's everywhere. Today, you will find advertising at sports events, on buses, in public washroom stalls, online and digitally, and even on park benches!

In mixed and market economies, marketers create demand: they encourage you to buy products even if you don't need them.

Using evidence in the chapter so far, and advertising from other sources, identify techniques that marketers use to get you to buy their products. Find examples of:

Bandwagon Effect

- Encourages you to buy a product or service because everyone else is.

Emotional Appeal

- Uses strong emotional language that connects with your fears and desires.

Glittering Generalities

- Relates the product or service to words or images that promise everything, but deliver little or nothing.

Plain Folks Appeal

- Relates a product or service to the experience of ordinary folks.

Testimonials

- Uses celebrities or experts to speak for a product.

Scientific Appeal

- Uses statistics or scientific data to persuade consumers to buy a product or service.

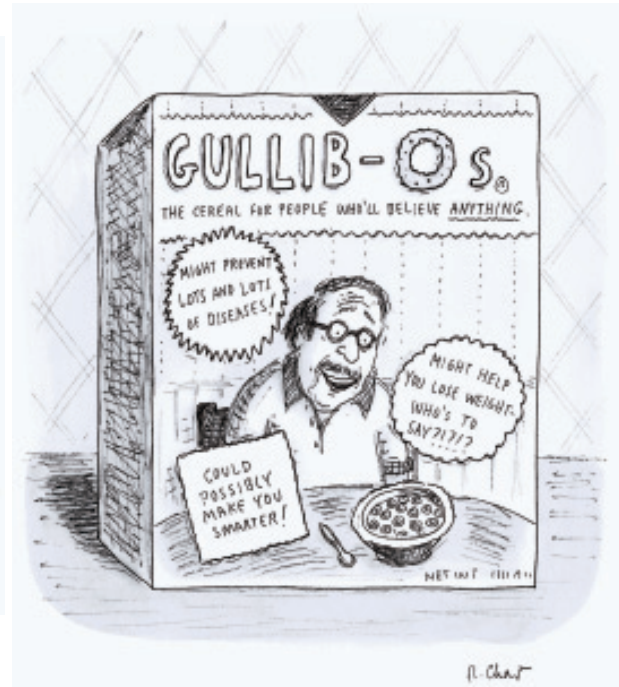


Scan online or print newspapers or magazines and choose three or four advertisements. Identify what advertising techniques are used in each advertisement. How do they put different techniques to work in the way they choose words and visuals?

To what extent do these techniques influence consumer behaviour? Share your results with a partner.

Cartoons about Consumerism

Political cartoons often comment on aspects of consumer behaviour. Why, in your opinion? Examine the cartoons presented here. What issues about consumer behaviour do they raise?



connect to the big ideas

1. Work with a partner to analyze and discuss the cartoons on this page. Refer to page 74 for tips on reading political cartoons. Analyze each cartoon for:
 - A factor that influences consumer behaviour.
 - How it evaluates the link between consumerism and quality of life. For example, does it see this link as basically positive or negative?
 Support your answers with evidence from the cartoons.
2. Draw your own cartoon representing your own ideas about factors that influence consumer behaviour. Consider how both the image and the caption can convey your meaning. *Check out tips on cartoons in the Skills Centre on page 373.*



What affects the impact of consumerism on the economies of Canada and the U.S.?

WHAT'S IN THIS SECTION

This section explores some of the powers and limitations of consumerism to influence economic decision making.

- A comic about an economic decision-making scenario.
- A map illustrating different regional perspectives in North America about consumerism.
- Examples of how **boycotts** can empower consumers.
- Examples of how consumer behaviour, underlying values and government decisions affect quality of life for citizens in society.

What are you looking for?

As you read this section, look for:

- Examples of how income affects consumer behaviour.
- How boycotts represent one way to influence economic decision making.

boycott: a decision by consumers to stop buying a product or service as a way to bring about change



Canada and the U.S. track consumer spending closely because consumerism plays an important role in mixed and market economies. Many factors can influence consumer spending, including how much money consumers have to spend.





LATER ALL OF THE WORLD

Okay, first shopping. Then some lunch and a movie.

Shopping brand names and the bargains! 3 kilometres → Food Court

Ouch!

I guess I'll get this one.

Brand Free

MALL WORLD

Do you want fries with that?

Uh, yes.

Er, I mean, no.

NEW RELEASE CINEMA

Shouldn't have bought the T-shirt!

What influences John's behaviour as a consumer? How does his income affect his decisions? ?

Why might views on consumerism differ regionally in North America?

Work through the questions below, and then answer the blue questions:

- **How does consumerism affect quality of life?** Think of both positive and negative views of consumerism you have encountered in this chapter.
- **How does prosperity affect consumerism?** The prosperity of people — how well off they are — affects how much they spend as consumers.
- **How does prosperity differ regionally?** Prosperity varies within countries and among countries. The map below presents regional differences in prosperity in North America. Because of these differences, the world considers Canada and the U.S. “developed countries” and Mexico a “developing country.”

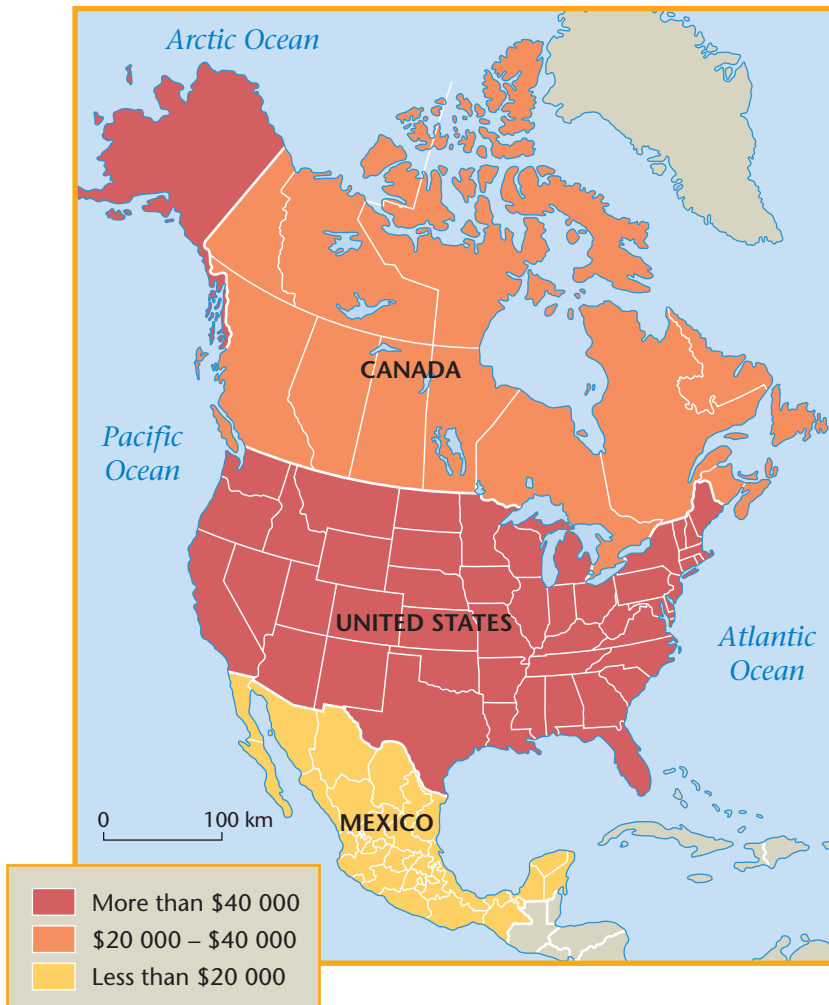


To what extent might Canada, the U.S. and Mexico have different perspectives on consumerism and quality of life?



How might these different perspectives affect the economy of their region and the other regions?

GDP Per Capita in North America, 2006



WHAT'S GDP?

The map on this page shows Gross Domestic Product (GDP) per capita. GDP measures the amount of wealth a country's economy generates. The term *per capita* means “average per person.” So, GDP per capita is a way to estimate how well off people are in a country.

Here are the exact 2007 figures for GDP per capita, for the countries on the map:

Canada	\$33 000
Mexico	\$12 500
U.S.	\$46 000

How accurately does the map reflect these statistics?

How can consumerism empower groups?

A boycott is a decision by a group of consumers not to buy certain products. Some people boycott products as a way to respond to issues.

This page presents some examples of boycotts dating from 2007. What different perspectives on these boycotts can you identify?



CRITICAL THINKING CHALLENGE

How might boycotts affect producers? What positive and negative impacts might they have on quality of life?



CRITICAL THINKING CHALLENGE To

what extent is it important for consumers to be informed about issues connected to boycotts?



Environmental organizations, such as Greenpeace, use boycotts as one way to take action on issues that concern them. For example, in 2007, Greenpeace called for consumers to boycott some oil and gas products. The boycott aimed to pressure oil and gas companies to reduce the impacts of their economic activities on the environment — especially impacts linked to climate change. Some oil and gas companies — and consumers — consider these impacts necessary to fuel the economies of the world.

Greenpeace has many ways that it takes action on issues. In this photo, for example, Greenpeace activists dressed as giant eyeballs demonstrate during a U.N. meeting on climate change in Vienna in 2007.



SPOT AND RESPOND TO THE ISSUE

How would you state the issue at the centre of each of these boycotts?

Animal rights groups boycotted the products of some cosmetic companies in 2007, because the companies used animals to test their products. Some cosmetic companies view animal testing as the most effective way to determine the safety of the products for customers.

Human rights activists renewed calls for a boycott of companies with business links to Myanmar (Burma), including some cell phone companies. The activists hoped to pressure the companies to leave Myanmar, which would in turn pressure Myanmar's government to change its policies on human rights. The call for the boycott followed a government crackdown on democracy protestors in Myanmar in September 2007. Many companies — and consumers — believe that doing business in countries such as Myanmar is an effective way to promote change.

Boycotts in Canadian History

Les Patriotes: “No!” to British Products

Louis-Joseph Papineau organized Canadiens in Lower Canada to boycott British goods in 1837. A majority of people living in the British colony of Lower Canada at the time were Canadiens, and Papineau was the leader of Les Patriotes, a political movement. Les Patriotes wanted Britain to make the system of government in the colony more democratic, so that Canadiens had more control over their own affairs. The boycott aimed to pressure Britain to make reforms — one of many measures Canadiens took to pressure Britain, including petitions, speeches and rallies. Britain resisted reforming the government of Lower Canada, which led to the Rebellion of 1837. Britain suppressed the rebellion with military force.



This painting shows Louis-Joseph Papineau at a rally in 1837.

Boycott Stops Logging on Lubicon Land

The land rights of the Lubicon Lake Cree in Alberta were at the centre of a boycott between 1991 and 1998. The boycott targeted the products of pulp-and-paper giant Daishowa Ltd. Boycott organizers persuaded businesses and consumers to stop buying Daishowa products. For example, Woolworths, a department-store chain, stopped using paper bags manufactured by Daishowa. In all, the lost business cost Daishowa millions of dollars. The boycott pressured Daishowa to stop logging land claimed by the Lubicon, until the Lubicon and Canada’s government had come to an agreement. In 2007, the Lubicon and Canada had still not come to an agreement — and Daishowa had still not logged the land.



Members of the Lubicon Lake Cree protest for their land rights in 1987. The Lubicon faced growing pressure on their traditional lands from forestry operations, and from oil and gas development, in northern Alberta. The development was taking place without their consent, because their traditional lands were not part of a historic or modern Treaty. **Think critically: How does the protest in this photograph connect to the rights of the Lubicon Lake Cree as an Aboriginal people?**



To what extent do the boycotts on this page reflect collective identity?



Wrap Up Your Task

For your task, you need to think of a product or brand that will help you answer the question:

To what extent does marketing affect consumer behaviour?

Summarize Your Ideas

Review the examples of products and brands you collected and analyzed, using the organizer from page 241. Choose one product from your examples. Think about how marketing for that product affects consumer behaviour.

Research advertising and promotional campaigns for the product, and think about the techniques they use. How do they try to engage consumers? How successful are they? How might choosing this product affect a consumer's quality of life?

Try finishing each of these sentences to identify the points you want to make:

- The product I have selected is... because...
- The marketing techniques used by advertisers to sell the product are...
- Some examples showing the relationship between advertising and the choices of the consumer about this product are...
- Consumer decision making with this product affects quality of life in these ways...
- As consumers, we can take action to improve our quality of life by...

How can you use different technologies to communicate your message?

Choose a Format

Decide which format you will use for your media message. Use the techniques you practised in Analyzing Media Messages on page 247 to help you create your own effective media message.

TIPS FOR CREATING EFFECTIVE MEDIA MESSAGES

- ✓ Your message should be concise in communicating the main idea.
- ✓ Consider what you learned about writing for different audiences and purposes.
- ✓ Use friendly language that relates to real-life situations.
- ✓ Include examples and evidence to illustrate your information.
- ✓ Explain why your message is important and how it relates to citizenship, identity and quality of life.



Chapter 7 Review

WHAT DID CHAPTER 7 EXPLORE?

- How does consumer behaviour affect quality of life for individuals and groups in Canada and the U.S.?
- What affects the impact of consumerism on the economies of Canada and the U.S.?

Revisiting the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

What role should consumerism play in our economy?

Work through the directions for “Demonstrating Your Learning” on page 55 to present your position.

Share What You Know

Create an organizer that illustrates the role and responsibilities of the consumer in mixed and market economies. Consider the people that consumers interact with, such as advertisers, government and producers. Make a presentation explaining your ideas to others. *Go to the Skills Centre, page 364 to 366, for ideas on organizers.*



Link with Technology

Develop an electronic bulletin board or blog sharing your ideas and opinions about the environmental effects of products we consume. Include suggestions for making environmentally friendly choices.

Take Action

In this chapter, you read about groups that boycott products they believe have a negative impact on quality of life. With a group, find an example of a boycott proposed or taking place today. Describe the steps you would take to develop an informed position on whether to join the boycott. Plan how you could lead an awareness campaign to help others make up their minds about the boycott.

Reflect Before You Forget

Reflect on what you learned in this chapter about the role of consumers in the economy. Complete these thoughts:

- In this chapter, I discovered... about individual consumer behaviour...
- Understanding how consumers affect economic decision making matters because...
- One thing I'd like to know about the relationship between consumer behaviour and quality of life is...

CHAPTER 8

To what extent should Canadians support social programs and taxation?

social program: services provided by government to reduce economic inequalities and promote the well-being of citizens

X-rays can cost hundreds of dollars, and some medical procedures, such as surgery or cancer treatment, can cost hundreds of thousands of dollars. **Think critically:** should individuals or society pay for medical services? How might a decision on this issue affect your quality of life?

Think about the last time you visited the doctor. Who paid for the visit? If you required X-rays, who paid for those? In a way, **social programs** like health care are free — but not really.

You might not realize it, but the free, public health care government provides for people in Canada comes from taxes that citizens pay to government. It also comes from decisions the government makes on how to use taxes to benefit everybody. These decisions affect quality of life for you and others.

In this chapter, you will explore the underlying values of economic policies related to social programs in Canada and the U.S. As you work through the chapter, consider how political and economic decision making can affect people's quality of life. Also consider the views and perspectives you encounter. Think about what you believe people in Canada should most value as a society, and how decisions about social programs and taxation can reflect these values.

FOCUS QUESTIONS

- How do decisions about social programs and taxation in Canada and the U.S. attempt to meet the needs of citizens?
- What values shape the economic policies of political parties on social programs and taxation?



What issues could these photographs communicate?



Patrick Seibel, 15, prepares food hampers at a food bank in Calgary. Food banks receive support from voluntary donations and from government. They are one way to counter the effects of poverty. In Canada and the U.S., some people also receive income support, paid for by taxes.



Thousands of people are homeless in Canada, like this man in Montréal. Governments in Canada and the U.S. provide support to people in distress or those who cannot meet their basic needs.



Some senior citizens are retired or, for health or other reasons, are no longer able to earn income from jobs. Canada and the U.S. have different positions on supporting senior citizens.



Design an economic policy for social programs in Canada.

Your Role

The Speaker of the House of Commons is inviting youth from all over Canada to create an economic policy for social programs in Canada. An economic policy describes a plan for collecting and spending taxes to meet the needs of all citizens. Economic policies have a major impact on economic decision making, and reflect values about the public good and the role of government in society. The purpose of the task is to determine how youth view the importance of social programs in Canada's economy and how they would use taxation to support those programs.

In a small group, you will design an economic policy that answers the question:

What values should determine economic policies connected to social programs in Canada?

Your Presentation

Your group's economic policy should reflect:

- An understanding of the range of values and perspectives to be considered in determining economic policies about social programs.
- A statement of the values underlying your economic policy on social programs.
- A description of how you would use taxation to support social programs.
- A description of what social programs are the most important to your economic policy.
- An analysis of where your economic policy fits in the continuum of government involvement in mixed and market economies.

You can influence others by sharing your creative ideas on this important question that affects quality of life for you and others.

Let's get started!

As you work through the chapter, you will have opportunities to collect information to help you with your chapter task. Use a chart like the one below to organize your research and discussion notes. Then, with your group, come to a consensus on each inquiry question listed below, and prepare your policy for the Speaker of the House of Commons.

To review what a policy is, refer to the examples on pages 131 and 168.

Inquiry Questions	Research and Discussion Notes	My Group's Position
What range of values and perspectives needs to be considered in determining social programs for Canada?		
What values should determine our economic policy on social programs?		
How will we use taxation to support social programs?		
What social programs are the most important to our economic policy?		
Where does our economic policy fit in the continuum of government involvement in mixed and market economies?		

First you need to collect information, then you need to reach consensus with your group. Watch for a Task Alert later in the chapter on a process for consensus.



How do decisions about social programs and taxation in Canada and the U.S. attempt to meet the needs of citizens?

WHAT'S IN THIS SECTION

In this section, you will read about social programs in Canada and the U.S. You will find:

- A comic about health care in Canada and the U.S., and charts comparing policies on social programs in Canada and the U.S.
- Articles presenting different views about health care as a social program.
- Information about taxation and social programs.

What are you looking for?

As you read this section, think about:

- Why social programs in Canada and the U.S. differ.
- Why policies about social programs and taxation are linked.
- What issues connect to tax evasion.

WHAT ARE VALUES?

Values are beliefs about what's important — for example, beliefs about democracy, respect, accountability and peace. They influence your opinions and help you make decisions about issues that affect your quality of life.

Values are influenced by many factors such as family, school, religion, media, and life experiences. Your values can change over time, because of new information and experiences. Societies, such as Canada, are based on shared values that shape laws and things like social programs.

Examine these two photographs carefully. How do they communicate values?



March 14, 2007: Liberal leader Stéphane Dion gives a speech proposing to fight crime by providing more money to hire police officers.



March 19, 2008: Conservative Prime Minister Stephen Harper announces funding to provide medical-alert bracelets to every school-aged child with a medical condition.

What are social programs?

- Social programs are services provided by government and paid for by taxes. They aim to reduce economic inequalities in society and promote the well-being of all citizens.
- Views differ on what programs might count as social programs. The list can include health care, pensions for senior citizens, income assistance, education, affordable housing, child protection services, employment insurance, child care, and other programs administered or supported by government.
- This chapter focuses on three key program areas: health care, pensions for senior citizens, and income assistance.
- The decision by a government to provide, or not provide, social programs comes from different economic philosophies and different values. In Canada, governments generally support the idea of using taxes to provide services to citizens. In the U.S., governments support this idea less.

Let's look at an example: health care.

- Read the comic on the next page. The comic describes how paying for health care differs in the Canadian and U.S. health care systems.
- Canada has **public health care**. This means that public funds — taxes — pay for it. The U.S. has **private health care**. This means individual citizens cover the costs of their own medical needs. It also means that health care is more like a business, where people can offer health services to make a **profit**.
- In the U.S., many people buy **health insurance** to cover the costs of care. They pay money to a company on a regular basis, whether they are sick or not. If they become sick, the insurance company covers their medical costs. For many Americans, health insurance — like health care — costs more than they can afford.

health insurance: an agreement by a company to pay for your health services, in exchange for a fee that you pay each month or each year

private health care: health care paid for by individuals

profit: money made from a product or service above and beyond the cost of providing the product or service

public health care: health care paid for by taxes



CRITICAL THINKING CHALLENGE

How might decisions on social programs connect to the principles of mixed and market economies?



Consider the two scenarios. How are these two health care systems the same and different? In your opinion, which scenario benefits citizens most? Why?



A Snapshot of Social Programs in Canada, 2007

Canada has provided a different array of social programs at different points in its history. For example, in 1971, Canada had an employment insurance program supported by taxes, which provided financial assistance to people who lost their jobs. In 2007, Canada's government still administered an employment insurance program, but it did not support the program with taxes.

The following chart shows the key social programs in Canada in 2007.



Program Area	Health Care	Pensions for Senior Citizens	Income Assistance
What is provided?	All citizens receive basic health care from a system paid for by taxes. The federal and provincial governments fund Canada's health care system.	At age 65, all citizens who have lived in Canada for at least 10 years automatically qualify for a monthly pension, paid for by taxes.	In general, citizens who are unable to meet their basic needs for food, clothing and shelter receive assistance, paid for by taxes. The eligibility rules vary from province to province.
How is it provided?	Within the provisions of the Canada Health Act (see page 274), each province decides what services are paid for by taxes.	The federal government funds and provides the pensions.	The federal and provincial governments fund this program. Each province sets criteria for who is eligible to receive income assistance.
What legislation is involved?	Canada Health Act (federal)	Old Age Security Act (federal)	Each province has its own legislation.



What values lie at the foundation of the federal-provincial division of powers in Canada's constitution?

Government Responsibilities and Social Programs in Canada

Different levels of government provide and fund social programs in Canada. This is because, under Canada's constitution, the federal and provincial governments have different responsibilities.

For example, under Canada's constitution:

- The provinces have responsibility for health care. This ensures citizens in different provinces can have a role in shaping health care to fit their unique views, perspectives and needs.
- The federal government has responsibility for "peace, order and good government." It can pass laws, such as the Canada Health Act, that affect the way provinces carry out their responsibilities.

DID YOU KNOW?

The Canada Health Act

The Canada Health Act is a federal law that sets out five principles for health care in Canada. The act says that, in every province and territory, health care must be:

- **Publicly administered:** run by government for no profit.
- **Comprehensive:** for care provided by hospitals, physicians and surgeons.
- **Universal:** available to everyone.
- **Portable:** available everywhere in Canada, no matter where you make your home in Canada.
- **Accessible:** available within reasonable time and distance.

These principles apply to services provided by hospitals, physicians and surgeons. They do not apply to other health services, such as dental care and eye care.

A Snapshot of Social Programs in the U.S., 2007

In 2007, the U.S. did not provide social programs in all the areas that Canada provided them. It also had different criteria for determining who was eligible for social programs.

Program Area	Health Care	Pensions for Senior Citizens	Income Assistance
What is provided?	Citizens with low incomes receive health care paid for by taxes. All other citizens pay for health services or health insurance personally. In 2007, about 15 percent of people in the U.S. did not have health insurance, and some could not afford medical care.	Senior citizens generally support themselves through personal savings and pension plans.	In general, citizens unable to meet their basic needs receive assistance, paid for by taxes.
How is it provided?	The federal government funds and provides all assistance available.	Senior citizens and their families mostly meet their own needs.	The federal and state governments fund income assistance, and both levels of government are involved in setting criteria for who is eligible to receive income assistance.
What legislation is involved?	Social Security Act (federal)	No legislation	Social Security Act (federal). Each state also has its own legislation.

Government Responsibilities and Social Programs in the U.S.

Under the U.S. constitution, federal and state governments can make laws regarding social programs. The constitution does not identify particular federal or state responsibilities in this area — which is different than in Canada. In general, however, federal laws determine principles regarding social programs.

Health care as a social program: yes or no?

This page and page 277 present different views about providing health care as a social program. Read the views carefully and compare them. In what ways are they similar and different?

Private Health Care Still Best: President

January 20, 2004

WASHINGTON, D.C. — In his State of the Union address today, President George W. Bush outlined his plans to improve the U.S. health care system.

The president identified two key problems with the American system:

- Rising costs. He proposes to reduce costs by computerizing health records and “eliminating wasteful lawsuits” against doctors.
- The number of Americans without health insurance. He said he wants to make private insurance more affordable, so that “Americans can choose and afford private health care coverage that best fits their individual needs.”

He rejected the idea of increasing the role of government in providing health care, saying “we will preserve the system of private medicine that makes America’s health care the best in the world.”

— Based on research into events, views and perspectives.



U.S. president George W. Bush, leader of the Republican Party, delivers the State of the Union address on January 20, 2004. The State of the Union address, given each year, outlines the president’s plans for the coming year.

Canadian Health Care Needs Innovation: Government

April 4, 2006

OTTAWA — In the Speech from the Throne today, Canada’s Conservative government promised changes to the health care system.

“Canadians have paid their taxes to support our system of public health insurance. But all too often, they find themselves waiting too long for critical procedures. That is not good enough. It is time Canadians received the health care they have paid for.”

The government said that health care needs “innovation” to reduce wait times and bring down overall costs. Any innovations, however, have to be “consistent with the principles of a universally accessible and equitable public health care system embodied in the Canada Health Act.”

— Based on research into events, views and perspectives.



Prime Minister Stephen Harper, leader of the Conservative Party, listens as Governor General Michaëlle Jean reads the Speech from the Throne on April 4, 2006. The speech is written by the government each year to outline its plans. The Governor General delivers the speech as Canada’s head of state.

The trouble with public health care

December 2007

CALGARY — Public health care is becoming unaffordable, according to a report just released by the Fraser Institute, a market-oriented research organization. The report warns that Canadians can expect to pay more in taxes, as governments attempt to cover spiralling health care costs.

In a separate report released in October, the Fraser Institute said Canadians were waiting longer than ever for medical attention, despite billions of dollars in government funding.

Some critics suggest that government funding leads to inefficiencies, such as high costs and long wait times. They say making health care into a business like any other would improve the system. Health care providers would then compete for patients and profits, creating an incentive to provide the best care at the lowest price.

— Based on research into events, views and perspectives.



CRITICAL THINKING CHALLENGE

Why might people have different views about the best way to provide health care? In what way do different views about health care reflect different values?

Profit is not the cure — advocacy groups

January 2008

The Canadian Health Care Coalition and the Council of Canadians say Canadians need to speak out in support of public health care.

“The promoters of for-profit health care have been doing their best to convince people that the only way to improve Canada’s health care system is to open it to private, for-profit interests,” says the website of the Council of Canadians.

The Canadian Health Coalition calls health care a public good that should not be subject to privatization. Both groups say problems with wait times can be fixed within the public system, by establishing better communication and coordination among hospitals.

— Based on research into events, views and perspectives.

“Privatizing health care will only benefit those who can afford to pay, and will allow some doctors, businesspeople and corporations to make money off sick and injured Canadians.”

— Council of Canadians



SPOT AND RESPOND TO THE ISSUE

Identify three issues about public health care these news articles raise. Choose one to research in more depth. Identify what the group for your chapter task values about health care. Consider how you would respond to these issues. Your responses can help shape your proposed economic policy about social programs.



1. Compare the information about social programs in Canada and the U.S. on pages 273 and 275. What similarities are there? What differences are there?
2. For your chapter task, you need to work with a group to prepare an economic policy on social programs — so, you need to understand the values that shape different views and perspectives on social programs. How did social programs in Canada and the U.S. in 2007 reflect different values — different beliefs about what’s important? Try completing the chart below to help you formulate your answer.

Value	Evidence Based on Social Programs in Canada	Evidence Based on Social Programs in the U.S.
How much responsibility should individuals have for their own well-being?		
How much should government be involved in economic decision making?		
What role do individual needs and group needs play in achieving the public good?		

To review the idea of the public good, look back at Chapter 6, page 205.

Building Consensus in a Group

What experience with consensus do you already have in social studies this year? For example, in Chapter 6, you made a decision in a group about government grants for cultural industries. You may also have made decisions in groups about other questions you are exploring.

For your chapter task, you need to work with a small group to create an economic policy that reflects your position on social programs and taxation. How will you work with your group to consider this complex issue and come to a shared vision?



WHAT IS CONSENSUS?



Reaching consensus means that each person respects the ideas of others and works for the good of the whole group. It involves exchanging ideas and solutions, and compromising to find a solution to issues and problems.

Reaching consensus involves giving everyone a voice and considering what they say. It takes time to do this. The objective is to build common values for a course of action that everyone can support.



Try this!

In your small group, use these steps to help you reach consensus on the core values of your political party platform. These values will shape your position on social programs.

1

Choose a Leader and Recorder

- The role of a leader is to guide the discussion and ensure that each person has a chance to contribute ideas.
- The recorder should write down everyone's ideas, but not their names. Ideas belong to the whole group, not the individual.

2

Identify the Issue Question

- Begin by identifying and discussing the issue to make sure everyone understands. For your task, the question is: What values should determine economic policies connected to social programs in Canada?
- Each person states his or her initial opinion on the issue, so you can see how close you are to agreeing as a group.

3

Brainstorm

- After each person has shared his or her initial opinion, brainstorm all the possible responses to the chapter task question. It's important to welcome everyone's ideas without judging them.
- Combine ideas that are similar, and remove ideas that don't focus on the question.
- Brainstorm each of the inquiry questions in the organizer you began on page 269.

4

Negotiate and Compromise

- Consider each of the values. Discuss the advantages and disadvantages of each one.
- Focus on what is best for the whole group. What consequences does each idea have for the whole group? Look for ways to state values that the whole group can agree to. This may involve thinking beyond the values you listed during brainstorming.

5

Propose Consensus

- When you seem to have agreement on a statement of values for your economic policy, propose consensus. If no one raises concerns, or negotiates alternatives, then a consensus is reached. If not, continue to discuss and negotiate options until consensus is reached.



What's the connection between taxation and social programs?

- Government collects taxes to pay for the services it provides to citizens, such as social programs.
- In Canada, both the federal and provincial governments collect taxes. The federal government transfers some of the taxes it collects to the provinces. For social programs, these transfers include the Canada Health Transfer and the Canada Social Transfer.
- Individual Canadian citizens pay two kinds of tax to the federal government and to their provincial government: income tax and sales tax.
- **Income tax** is based on what you earn: the more money you earn, the more tax you pay.
- **Sales taxes** are based on what you spend on products and services: the more you spend, the more tax you pay. The federal **Goods and Services Tax (GST)** is a sales tax that everybody in Canada pays.

Goods and Services Tax (GST): a federal sales tax in Canada

income tax: tax based on a percentage of a person's income

median: a concept in statistics that means the middle number in a set of data organized in order of least to most

sales tax: tax paid at the time of buying a product or service, and based on a percentage of the price of the product or service

DID YOU KNOW?

Grade 9 students pay taxes, too!

When you buy items such as CDs, you pay the GST. The federal government collects the tax you pay from the stores where you shop, and the tax becomes part of the money available to pay for social programs and other government services. In Alberta, the GST is the only tax you have to pay when you buy something. In the other provinces of Canada, you would also pay a provincial sales tax.

Grade 9 students working part-time jobs generally don't pay income tax, because there is a minimum amount you need to earn before you are taxed.

In 2005, Canadian families paid, on average, 17 percent of their income on taxes. If your family earned \$67 000 — the **median** income for families in 2005 — your family would have paid about \$11 000 in taxes.

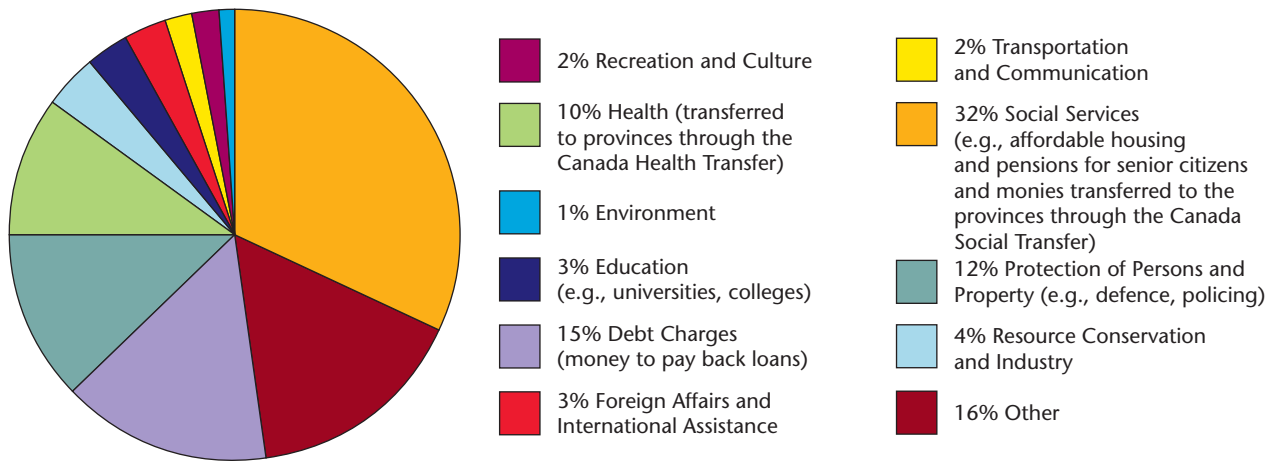


When this student pays for his new CD, he will pay a few cents to cover the GST.

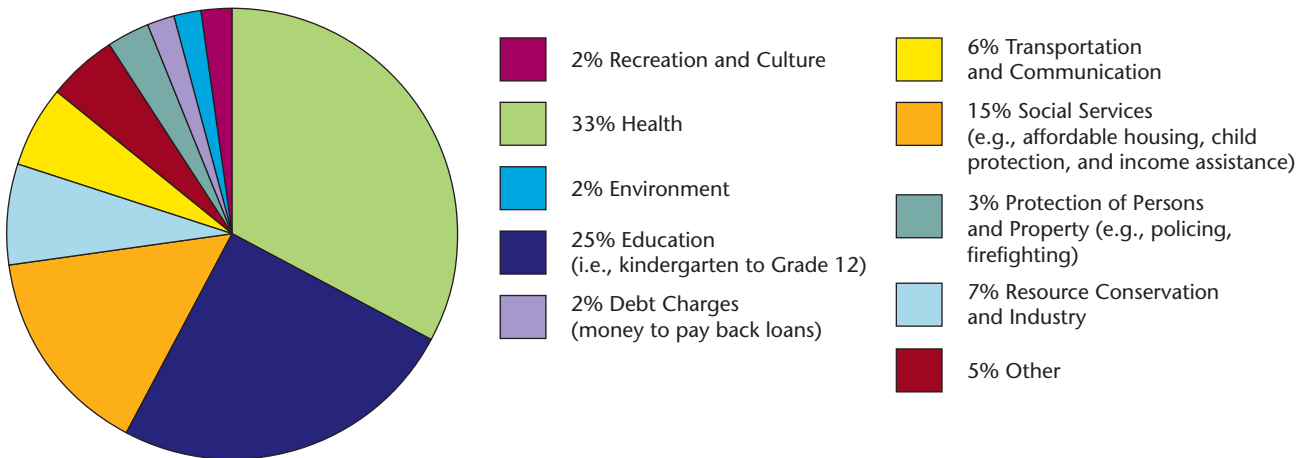
What do taxes pay for in Canada?

Examine the charts on this page. They describe how Canada’s government and Alberta’s government spend the money they collect. What percentage of government spending did social programs represent in 2007?

Spending by Canada’s Government, 2007



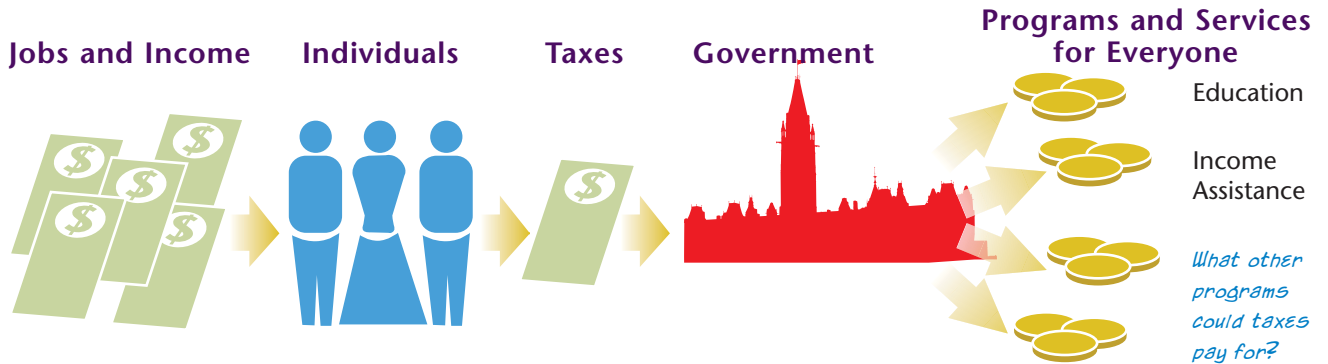
Spending by Alberta’s Government, 2007



Based on your understanding of taxation and social programs so far, do you believe the distribution of tax dollars indicated in these charts is appropriate? Does the distribution reflect values you support?

What is a taxation model?

A taxation model is a policy about taxation that describes what to tax, how much to tax and how to spend taxes. **How do taxation models reflect values?** Examine the flow chart below.



How does paying or not paying taxes affect social programs and quality of life?

The charts on page 282 show that social programs represent a large part of government spending in Canada. Canada’s federal and provincial governments collect taxes to make that spending possible. This page, and pages 284 to 285, explore the issue of **tax evasion**. Tax evasion means to avoid paying the taxes you owe.

- In all countries, including Canada, it’s against the law to avoid paying taxes. Canadians must report what they earn, so government can determine and collect the tax they owe.
- The economic activity that governments tax is called the **tax base**. The tax base pays for the services provided by government, such as social programs.
- Tax evasion involves not reporting your economic activity, so government cannot collect the tax you owe.
- People who work without paying taxes are part of the **underground economy** — “underground” because it functions in secret from the government. The underground economy is also called the **black market**.

black market: another term for underground economy. See below.

tax base: all the economic activity in a society, taxed by government to pay for services

tax evasion: misrepresenting what you earn to avoid paying taxes

taxation model: a policy of a political party or government about what to tax (e.g., incomes, purchases), how much to tax and how to spend taxes

underground economy: economic activity based on buying and selling products and services illegally




How does economic decision making about taxes affect the quality of life of individuals? Based on the flow chart, identify two examples.



Based on the flow chart on this page, how can tax evasion affect programs and services for everyone? How might this affect quality of life?



What other examples of the underground economy can you identify? To what extent does the underground economy affect quality of life for you and others? 

The Economic Excavator

Price: As cheap as possible, but not less than you're willing to pay.

ADVICE FOR READERS

Ask Mr. Equity!

*Uncertain what's fair?
Mr. Equity answers all
your questions in his
popular advice column.*



Dear Readers:
A few weeks ago, I asked readers to write in with responses to a letter. Here's the letter again, with two of your responses. I can't make a call on this one yet — any more thoughts out there?

— Mr. Equity

Dear Mr. Equity,
A woman came to my door last week, offering to do work around the yard. It offended me slightly that she thought my yard needed work — but that's not why I'm writing.

The woman explained that she could help with all sorts of things I apparently need — like mowing the lawn and pulling weeds. She said she knew how to make my car not say “wash me” anymore. Then she explained that she could save me a lot of money. I would have to pay her in cash, though, so she could avoid paying taxes. That's how she could work for cheap.

I could use the help, I guess — and I like saving money. Should I hire her?

— Uncertain in Alberta

Here's what you wrote in response.

Dear Mr. Equity,
No one should hire people who don't pay taxes! These people make health care and schools more expensive for all of us. If people paid their taxes — their fair share — everybody's taxes would be lower. Everybody would have less to pay. Taxes are a privilege. They're a badge of citizenship: a contribution we make to our society and to each other. Let's remember: Canada is a great place to live, and our taxes help make it that way.

— A Proud Taxpayer

Dear Mr. Equity,
Taxes are a burden. They are too high, and they force people to work in the underground economy. Taxes are too high because they provide services to everyone — people who get sick from smoking, for example, or who drive unsafely and end up in car accidents. Why should I pay for their bad judgment? And if I don't have children, why should I pay for schools?

I say people should pay for the services they use. They buy their own groceries — they should buy their own education and health care, too.

— An Overburdened Taxpayer



Write your own response to the letter received by Mr. Equity. Include your position on issues related to tax evasion supported with facts and evidence. Read your letter with your classmates.

What values shape the economic policies of political parties on social programs and taxation?

WHAT'S IN THIS SECTION

In this section, you will read about the economic policies connected to social programs of political parties in Canada and the U.S. You will find:

- Information about political party platforms.
- Charts comparing the policies of different political parties.

What are you looking for?

As you read this section, look for:

- Where economic policies connected to social programs fit into the political platforms of different parties.
- Values that underlie the economic policies of different political parties.

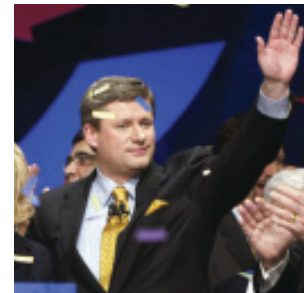
These photos show the leaders of federal political parties in Canada in 2007. Who leads the parties today? What do the parties stand for?



Stéphane Dion, Liberal Party of Canada



Gilles Duceppe, Bloc Québécois



Stephen Harper, Conservative Party of Canada



Elizabeth May, Green Party of Canada



Jack Layton, New Democratic Party of Canada

What's a political platform?

- A political platform describes the official policies of a political party. It reflects a variety of issues, including those linked to social programs and taxation models.
- Political parties create platforms to reflect the values of their members. Parties also consult constituents in electoral ridings to learn more about issues that concern voters.
- Parties add and remove policies as issues become more or less important to their members and to voters. Issues can change in response to local, national and world events.



This chapter focuses on social programs. Based on what you know, which issues listed in the chart on this page connect to social programs? How does this reflect values?

Some Examples of Issues in Platforms: Canada

Bloc Québécois	Conservative Party of Canada	Green Party of Canada	Liberal Party of Canada	New Democratic Party of Canada
MPs: 49	MPs: 125	MPs: none	MPs: 96	MPs: 30
Key issues: <ul style="list-style-type: none"> • Canada's role in Afghanistan • climate change • child care • employment • federal role in Québec affairs • gun control • international affairs 	Key issues: <ul style="list-style-type: none"> • crime • government accountability • child care • environment • health care • leadership • lower taxes • sovereignty in the Arctic 	Key issues: <ul style="list-style-type: none"> • Aboriginal peoples • climate change • culture and identity • elections based on popular vote • equality for women • health care • immigration • justice system • Québec within Confederation • sustainable development • urban and rural Canada 	Key issues: <ul style="list-style-type: none"> • Aboriginal peoples • agriculture and rural Canada • communities • economy • environment • equality for women • families • health care • international affairs 	Key issues: <ul style="list-style-type: none"> • Aboriginal peoples • economy • education • elections based on popular vote • environment • equality for women • health care • poverty • senior citizens

This chart presents information on federal political parties in Canada, based on issues posted on their official websites in December 2007. The parties covered here include the major parties. These parties either ran candidates in every electoral riding in the previous federal election, or had MPs in the House of Commons. Note that the Bloc Québécois runs candidates only in Québec. Canadians can also elect independent MPs, who are not members of any political party. In addition, not all political parties in Canada are represented in parliament — in any particular election, they may not win seats.



Check out the chart on issues in the platforms of major political parties in the U.S. on page 290. How do the lists compare? To what extent do they reflect the same or different values?

What’s the connection between values, policies and the economic continuum?

Economic policies come from values and form part of the platform of political parties. The policies within platforms indicate where parties fit on the economic continuum. Here’s an example. The platforms shown here are models, not the platforms of real political parties.

Platform	Political Party A	Political Party B	Political Party C
Values	<ul style="list-style-type: none"> • Economic inequalities are unjust. • Government should strive to eliminate economic inequalities. • The public good comes from cooperation: acting on what is best for society. • Government should play a central role in ensuring the well-being of individuals. 	<ul style="list-style-type: none"> • Individuals should have the freedom to better their own incomes. • No one should live in poverty. • The public good comes from individualism and cooperation. Society needs to cooperate to assist those in need. • Government should play some role in ensuring the well-being of individuals. 	<ul style="list-style-type: none"> • Individuals should be responsible for their own well-being. • Assisting individuals reduces their motivation to solve their own problems. • The public good comes from individualism: people acting without interference from society. • Government should play no role in ensuring the well-being of individuals.
Economic policy	<ul style="list-style-type: none"> • Government should play a central role in the economy. 	<ul style="list-style-type: none"> • Government should play some role in the economy. 	<ul style="list-style-type: none"> • Government should play no role in the economy.
Policy on social programs	<ul style="list-style-type: none"> • Government provides extensive social programs. 	<ul style="list-style-type: none"> • Government provides some social programs. 	<ul style="list-style-type: none"> • Government provides no social programs.
Taxation model	<ul style="list-style-type: none"> • Taxes are high to pay for social programs and other government services for everybody. 	<ul style="list-style-type: none"> • Taxes are moderate and spent to provide some social programs and other government services for everybody. 	<ul style="list-style-type: none"> • Taxes are low and spent on a minimum of government programs and services.

Here is where these three models fit on the economic continuum.

THE ECONOMIC CONTINUUM



CRITICAL THINKING CHALLENGE Think about your own circumstances. How would the different values of policies of each political party affect your quality of life?

What are some examples of political parties and their economic policies connected to social programs?

This page and page 290 present information posted on the official websites of the major federal political parties in Canada and the U.S. in December 2007. As you examine this information, consider what values shape the policies of each political party.

Major Federal Political Parties in Canada

Policy 2007

Bloc Québécois

- Supports accessible health care for all citizens.
- Supports income assistance for senior citizens in financial need, beyond payments under the Old Age Security Act.

— Based on the website of the Bloc Québécois.

Policy 2007



- The Conservative Party is improving Canada's health care system to build a stronger, safer, better Canada. For example, Conservatives have provided \$612 million in new funding to help provinces reduce patient wait times.
- Canadians pay too much tax. Conservatives are cutting taxes to build a better Canada. For example, the Conservatives have cut the GST from 7% to 6%, and now to 5% — that's a tax cut for all Canadians.

— From the website of the Conservative Party of Canada.

Policy 2007



- The Green Party of Canada fully supports the Canada Health Act and all of its principles. We oppose any level of privatized, for-profit health care.
- The Green Party of Canada would take steps towards a Guaranteed Livable Income (GLI) for all. A GLI could eliminate poverty. It would provide a regular annual payment to every Canadian without regard to need, set at a bare subsistence level. Canadians would add to the GLI with other income.

— From the website of the Green Party of Canada.

Policy 2007




- Our national health care system is a legacy that Liberals will never abandon. We will ensure that our health care system will continue to be there when Canadians need it, no matter where they live, and no matter what their income.
- Canada has the capacity to improve its social programs and help Canadians across the country experience equality of opportunity.

— From the website of the Liberal Party of Canada.




Where would you place the political parties on this page and page 290 on the economic continuum? Refer to the information on page 288 to formulate your answer.

Issues 2007 

- Canadians want quality, reliable health care for everyone, not just those who can afford to buy it. That's why the NDP created public medicare in this country, and it's why we defend it so strongly today.
- Poverty denies us freedom and hope. Confronting poverty means recognizing the human dignity in everyone — and our responsibility to help those neighbours who fall through the cracks.


— From the website of the New Democratic Party.

Major Federal Political Parties in the U.S.

Issues 2007 **Democratic Party** 

- Supports measures to provide health care insurance to every citizen, so that all citizens can afford medical care.
- Supports continuation of income support for senior citizens who can't meet their basic needs.

— Based on the website of the Democratic Party.

Issues 2007 **Republican Party** 

- Supports making private health care insurance more affordable to more citizens by offering tax cuts.
- Supports lower taxes.
- Supports changes to income support for senior citizens that reduce taxes in the long term.

— Based on the website of the Republican Party.

CRITICAL THINKING CHALLENGE Why might political parties focus on similar issues? How does the way they respond to issues reflect different values?

Some Examples of Issues and Platforms: U.S.

Democratic Party	Republican Party
• economy	• economy
• election reform	• education
• energy supply	• energy supply
• environment	• faith (religion) and values
• government ethics	• health care
• health care	• justice system
• immigration	• lower taxes
• justice system	• national security
• national security	• social security
• social security	

DID YOU KNOW?



Many Canadians call Tommy Douglas the “father” of Canada’s health care system. He championed the idea of a health care system available to all and paid for by taxes, first as premier of Saskatchewan from 1944 to 1961, and then as leader of the New Democratic Party from 1961 to 1971.

The idea did not receive widespread support at first. For example, doctors in Saskatchewan went on strike to oppose it, and the NDP won only 19 seats in the federal election of 1961, after Tommy Douglas became leader. Other federal leaders, however, also supported the idea of universal health care. These included John Diefenbaker, leader of the Progressive Conservative Party and prime minister from 1957 to 1963, and Lester Pearson, leader of the Liberal Party and prime minister from 1963 to 1968. Canada’s health care system was established in 1966 by the Medical Care Act. At the time, the Liberal Party formed a minority government (see page 28), which meant that it needed the support of other parties in Parliament, such as the NDP, to stay in power.

In 2004, Canadians voted Tommy Douglas the “Greatest Canadian” in a nationwide contest sponsored by CBC. More than 1.2 million Canadians cast votes during the contest, which listed a variety of candidates for “Greatest Canadian,” including John A. Macdonald, Terry Fox and Wayne Gretzky. The contest highlighted Douglas’s role in helping to establish social programs in Canada, including universal health care.



Tommy Douglas



CRITICAL THINKING CHALLENGE

Why might Canadians view Douglas as an important Canadian? How might the choice of Douglas as a great Canadian reflect Canadian values and identity?

In 2007, the platform of the Republican Party in the U.S. endorsed the idea that each individual should pay for their own health care. How does this view contrast with the view of Tommy Douglas?

connect to the big ideas

For your chapter task, you need to present an economic policy. Your policy needs to reflect an informed position on social programs and taxation that demonstrates knowledge of different views and perspectives. Use the questions on this page to explore the different views and perspectives of political parties.

1. Choose two Canadian political parties from pages 289 and 290: the one that currently forms the government and one other. Visit the official websites of these political parties. Collect information about their current policies on social programs and taxation. Use an organizer like the one below to collect your information.

Political Party	A _____	B _____
Health Care		
Income Support for Senior Citizens		
Income Assistance		

To research the website of a political party for information on specific policies, look for buttons called “issues,” “vision” or “policy.” You can also use the search function available on some websites to explore topics. Type in key words such as “health care” or “senior citizens.”

2. Use a similar organizer to collect current information on the policies of the two major federal political parties in the U.S.
3. Compare the information you collect with the information on pages 289 and 290. To what extent have the parties’ policies changed or remained the same?
4. In a small group, discuss how a political party’s platform reflects its values. To what extent do you agree with the values of the party now forming Canada’s government?

HOW TO DETERMINE THE VALIDITY AND AUTHORITY OF INTERNET INFORMATION

The Internet has a wealth of information and misinformation on just about any topic you can think of. It also has a lot of information about the policies of political parties and their platforms. Some information comes directly from political parties, and some reflects the views and perspectives of others. Sometimes it can be challenging figuring out what information is authentic and valid when researching political parties on the Internet.

Do a brief online search of three or four different political parties, including parties in Canada and the U.S. Use the information on pages 287 to 290 to get started. **Go to the Skills Centre on page 361 for tips on doing your search.** Practise determining the validity and authority of the information you find using the steps below.



Inquiry	Source 1	Source 2	Source 3
What is the name and URL of the source?			
Who is the creator of the source?			
Is the creator of the source qualified to communicate the information?			
Is the source current?			
Does the source reflect facts, opinion or bias?			
Does the source provide sufficient information for your research into the policies of political parties?			
To what extent does the source provide relevant and reliable information for your research?			

WHAT'S A URL?

A Uniform Resource Locator (URL) is the website address of an online source. The suffix of a URL — letters at the end — can give you clues to the information on the site. What do these suffixes tell you about the authenticity and validity of sites?

- .gov — government resources
- .edu — educational or research information and materials
- .org — an organization
- .com — a commercially sponsored site
- .ca — a Canadian site



On your own or with a partner, use the steps above to determine the validity and authority of three or four websites that you usually go to for fun or information. What conclusions can you draw about their validity and authority? Share and compare your conclusions with others.



PROFILE

Participating in a Political Party

Chris Winton has been active in politics since he was 15. He attended junior and senior high school in Edmonton, and is studying Public Affairs and Policy Management at Carleton University in Ottawa.



Chris Winton

I joined a political party because I want to drive the future. We are living in the most exciting times, with tremendous opportunities to change what Canada is. Looking back on this time in the future, I'd be embarrassed to tell my children and grandchildren that I *wasn't* involved.

I think social programs are absolutely crucial to Canadian society. They are what get me excited about this country and why I'm involved in politics. I believe in creating a society that's fair to everyone. That's an ideal — hard to achieve — but social programs can get us closer. They can help solve pressing problems, like urban poverty and the injustices Aboriginal peoples face.

Young people can have a big impact on the platforms of political parties, especially if they work together. Platforms get built in working groups and forums on different issues, like the environment or justice for Aboriginal peoples — and youth issues, too. You can join these groups and have your say. You can vote.

I attended the 2006 Liberal leadership convention. The highlight for me was the enormous excitement. The speeches — some of them just made you want to run outside and start fighting an election. There's a crazy amount of idealism and it's really refreshing.



Do you agree with Chris Winton that social programs are crucial to Canadian society? Why or why not?

DID YOU KNOW?

Grade 9 students can join political parties in Canada.

- If you join a federal political party in Canada, you can participate in choosing its leaders and formulating its platform.
- Most parties have these membership requirements:
 - ✓ Resident of Canada.
 - ✓ At least 14 years old.
 - ✓ Endorse the principles of the party.
 - ✓ Not a member of any other political party. For example, if you are joining a federal political party, you cannot be a member of another federal political party (most parties require this). It's possible, however, to be a member of both a federal political party and a provincial political party.
- Anyone 18 years of age or older can form a new federal political party. For the name of the party to appear on ballots during an election, the party must:
 - ✓ Have the endorsement of at least 250 eligible voters in Canada.
 - ✓ Have a name.
 - ✓ Run at least one candidate during a federal election.



This photo shows Tony Clement, a candidate for leader of the Conservative Party of Canada at the Conservative leadership convention in 2004.



This shows Michael Ignatieff, who ran for the leadership of the Liberal Party of Canada, at the party convention in 2006. In addition to electing a leader, party members vote on resolutions that help define the party platform.



As a Grade 9 student, what opportunities to participate in political parties interest you most? Why?



Wrap Up Your Task

Gather all your research and ideas and wrap up your task. Remember, in small groups you will create an economic policy that answers the question:

What values should determine economic policies connected to social programs in Canada?

Summarize Your Ideas

Refer to the inquiry questions you began on page 269. Summarize and organize the information and write it up in a report. Remember to:

- State your position on the question.
- Present your ideas, supported with evidence.
- Organize your ideas logically and persuasively.

Create Your Economic Policy

Your policy should reflect a summary of your research and the values your group reached consensus on. The policy can be communicated in many forms such as:

- A slide presentation that describes your group's conclusions, supported with visuals and graphics.
- A brochure or press release that outlines your group's research and ideas.
- A video or DVD presentation where you orally present your group's ideas.

Decide what format will work best for you to communicate your group's ideas most persuasively.

Tips for Creating a Policy

- ✓ Make sure your policy ideas are clear and concise.
- ✓ Highlight how your policy will benefit groups and individuals in society.
- ✓ Indicate how your policy delivers a good quality of life for all Canadians.

Chapter 8 Review

WHAT DID CHAPTER 8 EXPLORE?

- How do decisions about social programs and taxation in Canada and the U.S. attempt to meet the needs of citizens?
- What values shape the economic policies of political parties on social programs and taxation?

Revisiting the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

To what extent should Canadians support social programs and taxation?

Work through the directions for “Demonstrating Your Learning” on page 55 to present your position.

Share What You Know

Create a poster or other visual comparing the philosophy and platform of political parties in the U.S. and Canada. Include graphics and charts to support your explanation. Present it to your class.

Link with Technology

Scan online and print media over a two- to three-week period for articles on current issues related to social programs in Canada. Using the skill of determining authenticity and validity of Internet information you learned in this chapter choose one issue to research in more depth. Summarize your findings using publishing software and share it with others.

Take Action

Consider the purpose and benefits of joining the youth division of a political party. Choose one or more political parties that interest you, and write or email the parties for more information on their policies. Compare your choices and your research with others.

Reflect Before You Forget

Reflect on what you learned in this chapter. Complete these thoughts:

- The most important skill I learned about reaching consensus is...
- In this chapter, I learned... about social programs, taxation and economic decision making in Canada and the U.S.
- One thing I'd like to know more about the platforms of political parties is...

CHAPTER 9

How should governments in Canada respond to political and economic issues?

biodiversity: the number and variety of plant and animal species on Earth, including genetic variation within individual species

climate change: a rise in the average temperature of the Earth, primarily caused by emissions from burning fossil fuels, such as coal, oil and natural gas

This photo shows Fish Creek Provincial Park, a natural area in Calgary. Environmental issues can involve local matters, such as natural areas in your region. They can also involve provincial and national matters, such as clean-air laws, and global matters, such as climate change. **Think critically:** What environmental issues concern you?

This year in social studies, you have investigated how governance and economics connect to issues that concern Canadians, and to citizenship and identity. This chapter focuses on one group of issues that concern Canadians — environmental issues — so that you can apply what you have learned.

Thumb through today's newspaper for articles related to environmental issues. Think about how much they affect your quality of life, and how much you think they require government regulation and monitoring.

This chapter explores how decisions about environmental issues affect the development of resources, jobs and quality of life. You will investigate how governments and citizens respond to specific environmental issues that affect you and others.

You can use the issues discussed in this chapter — **climate change** and **biodiversity** — as models of how to approach other environmental issues, and political and economic issues in general.

As you read the chapter, consider the different views and perspectives on the issues and to what extent you think governments and citizens should get involved. Think about your role in taking action on environmental issues.

FOCUS QUESTIONS

- How do environmental issues involve political and economic decision making?
- What political and economic decisions should Canadians make to respond to climate change?
- What political and economic decisions should Canadians make to protect biodiversity?



What issues could these photographs communicate?



The person who operates this feller buncher relies on Alberta's natural resources for employment. **Think critically: How do decisions about the environment affect resource development and jobs?**



This person has made a choice to ride a bike rather than drive. Many factors could have influenced this choice, including fitness and environmental concerns. **Think critically: What role could consumer behaviour play in responding to environmental issues?**



Jimmy MacDougall of Newfoundland and Labrador drives a Caterpillar 797 dump truck — the world's largest — to pick up a load of oil sand at Syncrude Canada's Aurora mine near Fort McMurray. **Think critically: How could decisions about Alberta's oil sands affect the environment? How could they affect the quality of life of individuals and groups?**



Make a presentation about responding to environmental issues.

Your Task

Prairie University's Faculty of Social Sciences is looking for interested youth to make a presentation at a conference that raises awareness about political and economic decision making. Each presenter will research and present an informed response to the question:

How does political and economic decision making affect environmental issues and quality of life?

Your Role

Your presentation should highlight:

- In-depth research of how one environmental issue affects quality of life today.
- A description of the views, perspectives and government decisions on the issue.
- An explanation of how citizens and government have responded to the issue.
- An informed response that includes options and proposed solutions for how citizens can take action in responding to the issue to improve quality of life for all Canadians.

The university hopes that the conference will attract many members of the public, so your research and presentation should be interactive and engaging. You have an opportunity to model leadership skills in responding to issues that affect you and others. Good luck with your research!

Canada geese rise from a field of stubble. **Think critically: How important are wildlife issues where you live? What other issues are important?**



Let's get started!

What are some environmental issues that affect quality of life for all Canadians today? As you work through this chapter, you will explore several environmental issues, and the political and economic decisions that government and citizens make in response to these issues.

As you read the chapter, take notes on the environmental issues that you encounter. Consider the decisions that affect each one and how governments, individuals and groups have responded. What political and economic decisions have had an impact on these issues?

For your chapter task, you need to choose a different environmental issue to research and analyze. The notes you make on the environmental issues in the chapter can help you with your task.

Inquire	Example	Example	Example
What is the issue?			
Who does this issue affect most? Why?			
What political or economic decisions have been made about the issue?			
How does the government respond to the issue?			
How do citizens respond to the issue?			
In what ways can you take action on the issue?			
<p><i>For the chapter task, I will develop an informed response on the issue of...</i></p> <p><i>This issue is important because...</i></p>			

How do environmental issues involve political and economic decision making?

WHAT'S IN THIS SECTION

This section presents:

- An introduction to environmental issues, including a mind map about perspectives on environmental issues.
- A diagram connecting governance and economics to environmental issues.
- Interviews with three Grade 9 students about environmental issues important to them.

What are you looking for?

As you work through this section, look for:

- Why environmental issues are considered issues.
- How environmental issues connect to governance, economics, citizenship and identity.
- How the views and perspectives expressed in the interviews fit the bigger picture of responding to environmental issues in Canada.

A federal law passed in 2007 makes energy-efficient light bulbs, like this fluorescent bulb, mandatory by 2012. The law responds to an environmental issue: how to reduce the impact of electrical lighting on the environment. **Think critically:** In what way is the law a political decision, involving governance in Canada? In what way is it an economic decision, involving producers and consumers?



What's an environmental issue?

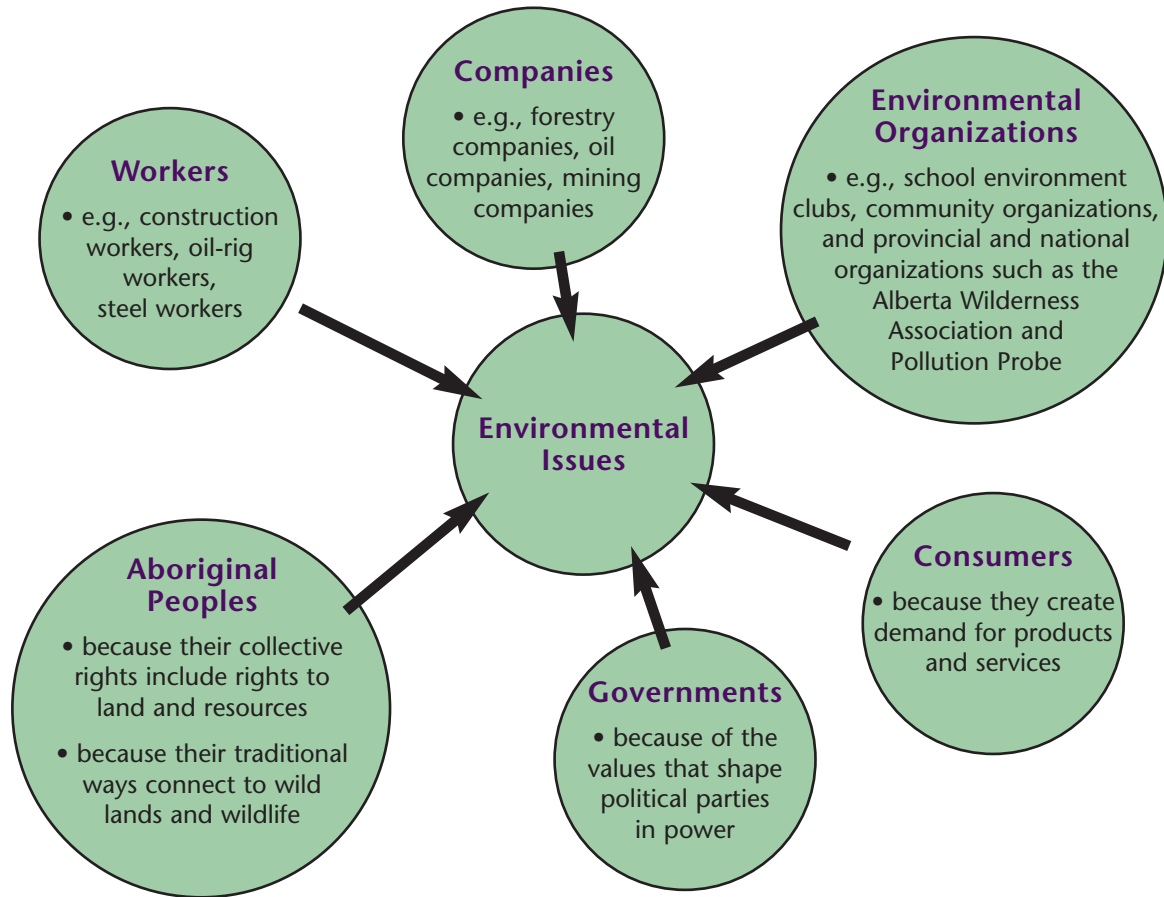
Environmental issues arise because of human activities that change the natural world. For example, changes happen when factories release toxins and other pollutants into the air or water, or when housing developments occupy land that once supported wild plants and animals.

Like all issues, environmental issues involve different views and perspectives. The mind map below describes one way to break down the views and perspectives. A breakdown like this links to Step 4 of **Spot and Respond to the Issue** on page 13.



Citizenship is about building a society that includes everyone — individuals and groups. Based on the mind map on this page, why are citizenship and environmental issues connected?

How do views and perspectives on environmental issues break down?



How do environmental issues connect to quality of life? Find three examples based on the mind map.

How are governance, economics and environmental issues connected?

The mind map on this page explores how governance and economics connect to environmental issues. Think about how an environmental issue that concerns you might engage different parts of this diagram. **Examine the diagram carefully. Which two parts relate to governance? Which two relate to economics?**

GOVERNANCE, ECONOMICS AND ENVIRONMENTAL ISSUES

Laws affect the quality of our environment, including laws about water quality. This biologist is analyzing a water sample to test for pollution. Canada’s federal political system creates and enforces the laws that govern Canada.

Economic decisions involve using resources in the natural world, such as forests, to produce goods and services, such as lumber. Economic decisions reflect values related to different economic systems, such as mixed economies or market economies.



Aboriginal peoples have collective rights connected to the land. This photo shows Sophia Rabliauskas, who has worked to protect the traditional lands of her First Nation in Manitoba. The rights of individuals and groups in Canada are set out in the Charter of Rights and Freedoms and Canada’s constitution.

Consumerism makes consumers a powerful force in the economy. Consumer behaviour affects demand for products, such as gasoline and energy-efficient cars, which in turn has impacts on the natural world.



This diagram reviews ideas you have studied this year. What examples of opportunities and challenges can you identify for each part of the diagram?

What are your biggest environmental concerns?

My biggest concern is pollution from big industries. I think companies take the easy way out when they put wastes into rivers and the air. They should dispose of wastes properly — including carbon emissions.

I'm glad to see car companies taking action to put limits on carbon emissions — like putting hybrid cars on the market. Some companies are looking into hydrogen fuel cells, too.

It's important to solve environmental problems because they affect our lives — how we live and how well we live.

I think Canada's government needs to set higher standards to control air and water pollution. But Canada has a small population. The governments of countries with large populations — like the U.S., China and India — need to step it up, too.



Graham Musat is a Grade 9 student in Edmonton.



To what extent do you agree that government has a role in solving environmental problems?



How do environmental issues affect these students' quality of life? How do they affect your quality of life?

I worry about global warming and what will happen to the animals — wildlife — because of it. Litter is also a problem. I see plastic bags and cans strewn around. Some people just don't respect what we have.

I think government should help with environmental problems, because it's going to take more than just the people who care about the environment to save it. It's going to take everybody. It's everybody's world, and we all need to show respect for the place we're in. Government can help make people take care of the world.

I heard an Elder in my community talking one time. He said he loves where he is, and he hates to see how people are destroying where he is. He said it breaks his heart. This is his home and he wants to protect it. I feel the same way.



Michelle Swampy is a Grade 9 student and lives in Gift Lake Métis Settlement.



Cassandra Sahlen is a Grade 9 student in Calgary.

I'm concerned about how much we throw out and the way landfills are filling up. Some people throw away useful stuff that shouldn't go to the landfill. We should be recycling it and giving it away.

I'm part of the Environmental Action Club at my school. We do a bulletin board about environmental issues, and I do the paper recycling and container recycling for my entire school. I think every school should recycle, but I know that many don't.

We only have one planet, and we're kind of destroying it.

It would be good if government would put a limit on what people can throw away, or on how much they can throw away — like no more than two bags a week. And we need to do something about plastic. Everything is wrapped in plastic! Like sour Nerds — they come in a box and they're wrapped in cellophane. They don't need to be. I think the government might have a role there — putting limits on over-packaging.

connect to the big ideas

1. Choose one of the interviews on pages 305 and 306.
 - Refer to the mind map on page 303. Identify where the interview fits on the mind map, and consider what other views and perspectives there might be.
 - Refer to the diagram on page 304. Consider how the students' comments and ideas connect to different parts of the diagram.
2. For your chapter task, you need to choose an environmental issue that affects quality of life for all Canadians, and to demonstrate an informed position on how political and economic decision making affects it. Use the questions below to help you. These questions relate to steps 4 through 6 of **Spot and Respond to the Issue** on page 13.
 - What views and perspectives do you think your environmental issue could involve? Consult the mind map on page 303. Describe how you could investigate different perspectives on your issue.
 - What environmental organizations might connect to your issue? Research some possible organizations. Describe how the work of one organization could affect your issue.
 - How does your issue connect to governance and economics? Consult the diagram on page 304. Describe ways that action on your issue could involve political and economic decision making.

What political and economic decisions should Canadians make to respond to climate change?

WHAT'S IN THIS SECTION

This section explores how political and economic decisions connect to climate change and to citizenship, identity and quality of life. It includes:

- Maps that present data related to climate change from Canada and the U.S.
- Information about individual action and climate change, including a comic and a profile of one student-action group.
- A case study of political and economic decision-making about climate change and Alberta's oil sands.
- Information about the Kyoto Protocol, an international agreement on climate change.

Climate change will affect the whole Earth, but regions will not experience the same impacts. In addition, some regions make more climate-changing emissions than others. **Think critically:** Why might these regional differences affect political and economic decisions about climate change?

What are you looking for?

As you read this section, look for:

- Different perspectives on climate change in different regions of North America.
- Examples of ways to take action on environmental issues.
- Examples of how responding to an environmental issue can involve individual consumers, groups in society, and government.

Also look for ways to answer these questions:

- How can you develop a more informed response to the issue?
- What is your informed position on the issue?
- What action do you need to take on this issue?

These questions come from Steps 4 through 6 of **Spot and Respond to the Issue** on page 13.



WHAT'S A GREENHOUSE GAS (GHG)?

GHGs capture heat generated by the Sun's rays. Have you ever been inside a greenhouse? It's warmer inside a greenhouse than it is outside. That's because the glass roof of the greenhouse captures heat generated by sunlight. It lets in light, but doesn't let out heat. GHGs make Earth's atmosphere behave like a greenhouse. They cause Earth to warm, which in turn affects living things on Earth, including plants, animals and people.

What's climate change?

- Climate change refers to a rise in the average temperature of Earth due to a build-up of greenhouse gases (GHGs) in the atmosphere. An international panel of scientists — the United Nations' Intergovernmental Panel on Climate Change — predicts that climate change will have extensive and mostly negative impacts around the globe. These impacts include rising sea levels, more severe weather, and disruption of ecosystems and freshwater supplies.
- GHGs primarily come from burning fossil fuels, such as natural gas, gasoline, coal and oil. Most economies in the world rely on fossil fuels to produce resources, such as metals and foods, and to manufacture and transport goods and services. Individual consumers also use fossil fuels — for example, to heat their homes and drive their cars.
- GHGs in the atmosphere affect the whole world. A region or country that emits more GHGs will not experience “worse” global warming. Different regions, however, will experience different impacts. For example, low-lying land — such as New Orleans, and the country of Bangladesh — face severe impacts from rising sea levels.

Why might North Americans have different ideas about how to respond to climate change?

The next pages explore:

- **Regions and impacts:** how regional differences in the impacts of climate change connect to political and economic decision making.
- **Regions and emissions:** how regional differences in the sources of GHGs connect to political and economic decision making.

DID YOU KNOW?

Regions of North America are already experiencing impacts from climate change. For example, hurricanes on the east coast of North America have become more frequent and severe. In 2005, the city of New Orleans experienced extensive flooding because of Hurricane Katrina. Coastal cities such as New Orleans also face flooding from rising sea levels.

HOW TO ANALYZE THEMATIC MAPS

The maps on pages 310 to 314 are thematic maps. Thematic maps show information related to a specific topic, or theme. For example, a population density map shows the number of people living in a defined area. Physical maps illustrate the shape of the land and the location of lakes and rivers.

You can use thematic maps to inquire into issues that affect quality of life, citizenship and identity. Follow the steps below to analyze the maps about Canada on pages 310 to 312 and answer this question:

How does climate change connect to citizenship in Canada?

Inquire	Map 1	Map 2	Map 3
Identify the type of map it is (e.g., physical, political, climate).			
Interpret the basic information on the map (e.g., legend, directional symbols).			
Analyze how the map relates to the issue question. Take notes on useful information.	<i>The map shows one way climate change may affect regions, which is...</i>		
Compare the map with other maps. Note where data overlaps, and where it doesn't overlap.	<i>The climate-change map overlaps with the population map in this way...</i>		
Draw your own conclusions about the information you have gathered. Think about how your conclusions connect to the issue question.	<i>Climate change affects regions and populations in this way..., which affects citizenship because...</i>		
State your position on the issue question, supported by examples and evidence.			

Go to the Skills Centre to see examples of different types of thematic maps.



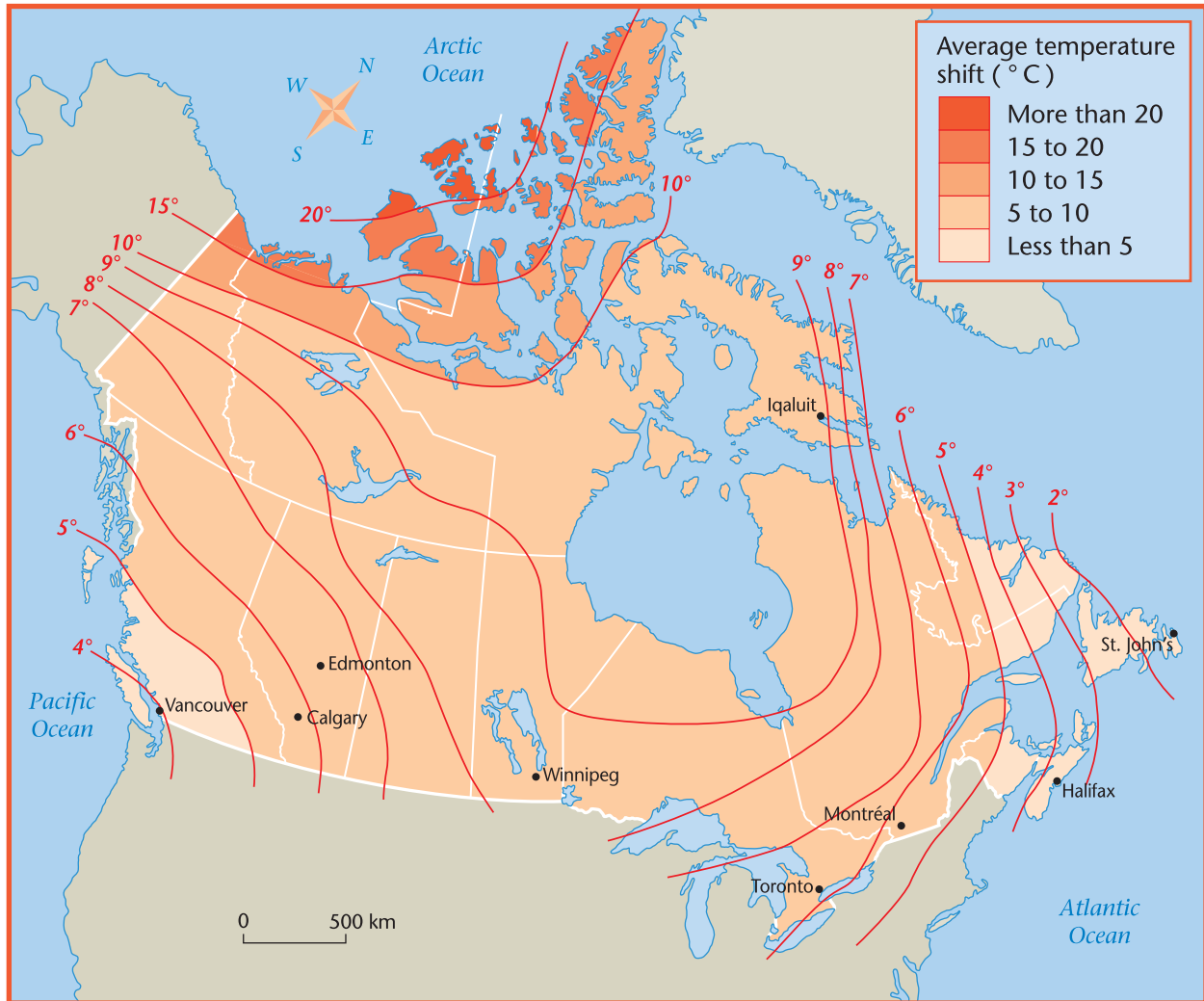
The maps on pages 310 to 312 are related to the issue of climate change. When you have investigated them, think about the issue you have chosen for your chapter task. Use GIS or another online mapping program to create thematic maps connected to your issue.

For example, if your issue concerns air quality, you could present maps comparing air quality in different cities with other data about cities, such as population, areas and number of vehicles. **Go to the Skills Centre on pages 345 to 371 for ideas on mapping.**



Climate Change, Regions and Impacts

Predicted Temperature Increases by 2099



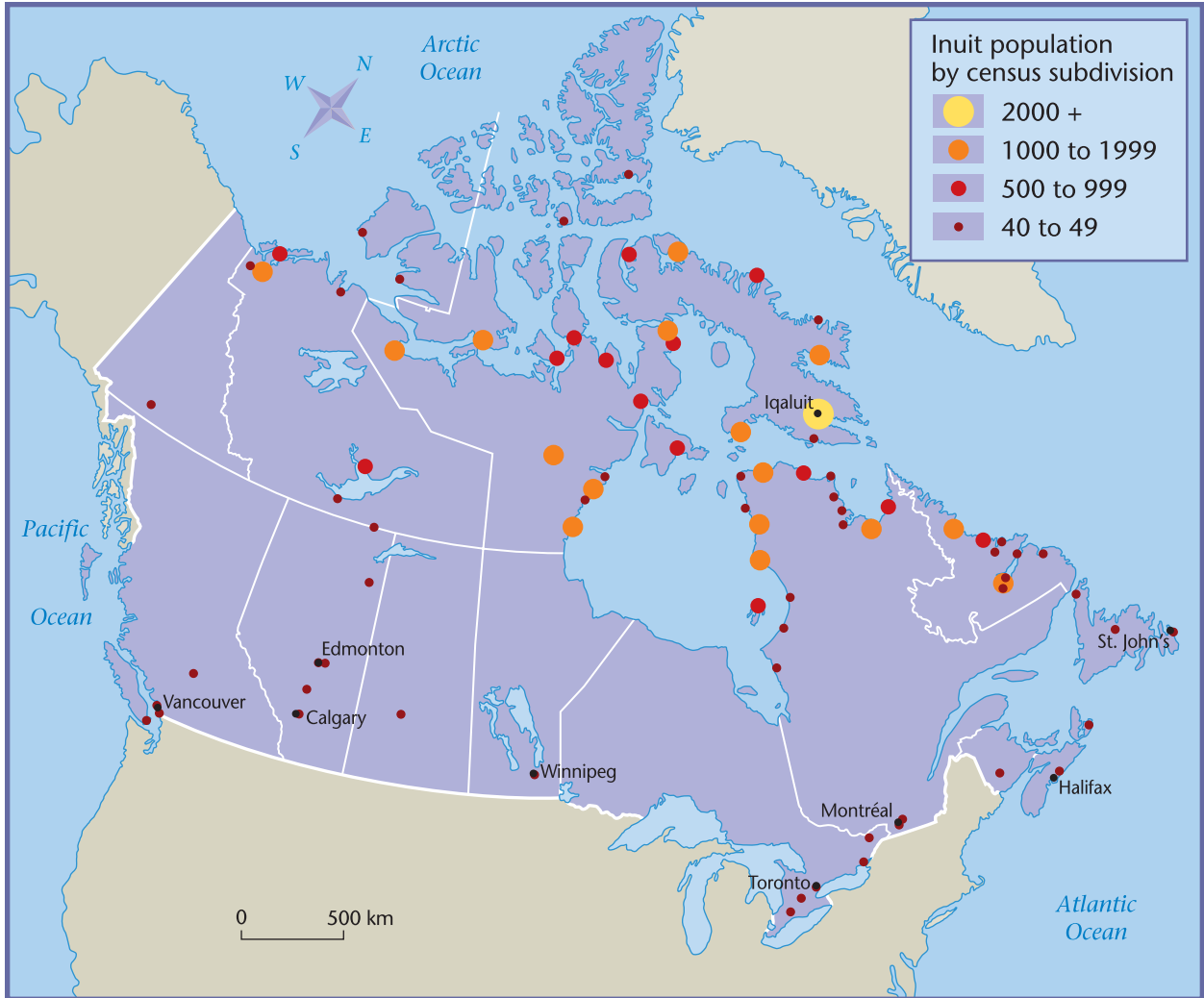
What region of Canada will experience the most warming?

DID YOU KNOW?

The Intergovernmental Panel on Climate Change predicts impacts such as the following for North America from warmer temperatures:

- Decline in abundance of fresh water (lakes and rivers).
- Loss of wildlife species overall. Some species will adapt to warmer temperatures.
- More extreme weather events, such as storms and droughts.
- Longer growing seasons, possibly resulting in higher crop yields and increased forest growth in some regions.
- Flooding along coastlines.

Distribution of Inuit Population in Canada, 2001



Where do most Inuit live in Canada?



CRITICAL THINKING CHALLENGE

What role might governance and rights play in providing the Inuit, and other Canadians, with a voice? What role might Canada's economic system play?

An Inuit man makes his way between Baffin and Bylot Islands in Nunavut. The Inuit have lived in Canada's north for thousands of years. Their way of life has roots in the land, and in rights established in Canada's constitution and in treaties. **Think critically:** How do political and economic decisions connected to climate change affect quality of life for the Inuit?



Compare this map to the map on page 310. Why might the Inuit seek a strong voice in political and economic decision making connected to climate change?

Climate Change, Regions and Emissions: Canada

Pages 310 and 311 explored regional differences in the impacts of climate change, and how this might affect views and perspectives about needed action. This page and the next explore regional differences in the sources of GHGs, and how this could also affect views and perspectives.

CO₂ Emissions by Province and Territory, 2005



Carbon dioxide (CO₂) makes up the majority of greenhouse gas emissions. What regions of Canada emit the most CO₂?

Canada's Total CO₂ Emissions, 2005

Province or Territory	Thousands of Tonnes CO ₂	Percentage Total Emissions
B.C.	65 900	8.9
Alberta	233 000	31.5
Saskatchewan	70 900	9.5
Manitoba	20 300	2.7
Ontario	201 000	27.2
Québec	89 400	12.1
New Brunswick	21 300	3.0
Nova Scotia	22 700	3.1
P.E.I.	2 280	0.3
Newfoundland and Labrador	10 500	1.4
Yukon	418	0.1
NWT and Nunavut	1 580	0.2

- Alberta has a large GHG output because of its oil industry and its coal-fired plants for generating electricity.
- Ontario has a large GHG output because of its manufacturing sector, including steel mills and plants for processing metal ores.
- Political and economic decision making helps shape the industries and plants that Alberta and Ontario have. For example:
 - Laws and policies set standards for pollution control, including GHG emissions.
 - Demand for energy and for products influences the number of industrial plants in operation.
- Reducing GHG emissions from industry is one way to respond to climate change — a way many governments and people around the world recommend.



Consider the information

on this page and page 312 carefully. Why might Alberta and Ontario face pressure to reduce their GHG emissions? How would reducing GHG emissions involve political and economic decision making?



CRITICAL THINKING CHALLENGE

How do decisions about GHG emissions connect to quality of life? Think about these links:

GHG emissions → **industry** → **jobs**

Climate Change, Regions and Emissions: North America

GDP per capita: a measure of how well-off the people of a country are — see page 261

Pages 312 to 313 explored how GHG emissions differ regionally in Canada. This page and the next explore how GHG emissions differ regionally in North America. They look at how the values underlying the U.S. economic system may play a role in decisions about climate change.



Compare the map on this page with the data in the table. To what extent do GDP and population correlate with GHG emissions? Support your answer with evidence.

CO₂ Emissions by Country, 2004



Which country has the highest GHG emissions?

Country Comparisons, 2007

Country	GDP per Capita	Estimated Population	Percentage Global CO ₂ Emissions
Canada	\$33 000	33 million	2
Mexico	\$12 500	109 million	1.5
U.S.	\$46 000	300 million	20

- The U.S. has faced pressure from countries around the world to reduce its GHG emissions. How does the information from the map on page 314 explain this, in your opinion? In 2007, the U.S. had not agreed to join international negotiations or agreements concerning climate change, such as the Kyoto Protocol. You can read more about the Kyoto Protocol on page 316.
- International negotiations on climate change focus on reducing the GHG emissions of developed countries, such as the U.S. and Canada. Developing countries, such as Mexico, do not face the same GHG restrictions. This is because GHG restrictions can slow the economy of a country, which goes against the needs and interests of developing countries. It is also because developed countries have a higher GHG output than developing countries — so they contribute more to climate change.
- The U.S. took a stand against international negotiations on climate change partly because President George W. Bush did not believe human actions were causing climate change. President Bush also believed that international agreements on climate change should not exempt developing countries from taking action.
- In 2008, in the State of the Union address, President George Bush said the U.S. would take action on its own to reduce its GHG emissions, without entering into international agreements. He also said actions on climate change had to respect the American belief in “the power of individuals” and in the “ability of free peoples to make wise decisions.”



How do President Bush's

remarks on climate change in the last bullet reflect values and attitudes that underlie the U.S. economic system?



CRITICAL THINKING CHALLENGE Based on what you know about

supply and demand, how might the decisions of individual consumers and producers push GHG emissions up or down? Describe an example.



CRITICAL THINKING CHALLENGE

What values do you think should shape economic decisions connected to climate change? Why?

What's the Kyoto Protocol?

Climate change involves the whole world — so it involves countries of the world in negotiations about how to take action. Canada and the U.S. are part of these negotiations.

The Kyoto Protocol was the first climate-change plan the countries of the world negotiated. The U.S. did not agree to the plan. Canada at first agreed, but its position has changed depending on the political party in power.

- Canada's Liberal government ratified the Kyoto Protocol in 2002. It, however, did not make decisions that reduced Canada's overall GHG emissions.
- In 2006, Canadians elected a Conservative government, which announced that Canada would not meet its targets under the Kyoto Protocol. The government said the targets would damage Canada's economy, and noted that Canada's GHG emissions were rising, not falling.
- In December 2007, an international meeting in Bali, Indonesia, launched new international negotiations on an agreement to fight climate change after 2012, when the Kyoto Protocol expires. Canada and the U.S. agreed to take part in these negotiations.

Individuals and members of environmental organizations from around the world demonstrate during climate-change negotiations in Bali, Indonesia, in 2007.



Why might the positions of Canada and the U.S. on the Kyoto Protocol concern environmental organizations?



What government decisions aimed to reduce GHG emissions in 2007?

This page presents some of the federal laws and policies in place in 2007 to reduce GHG emissions. Go online and research federal laws and policies today. Think about why laws and policies today have changed or stayed the same compared to 2007.

CRITICAL THINKING CHALLENGE Canada had a Conservative government in 2007. How do the values that shape Conservative policies compare with the decisions shown here?

Public transit, such as Calgary's LRT, can reduce GHG emissions by reducing the number of people who drive to work and school. The federal government encouraged consumers to use public transit by reducing taxes for those who bought transit passes.



The federal government provided funds to develop renewable energy technologies, such as wind turbines and solar panels. This is the McBride Lake Wind Farm near Fort Macleod, Alberta — one of the largest wind farms in Canada.



This machine is harvesting corn, which can be turned into biofuel. Biofuel emits fewer GHGs. In 2007, the federal government began to fund the production of biofuel.

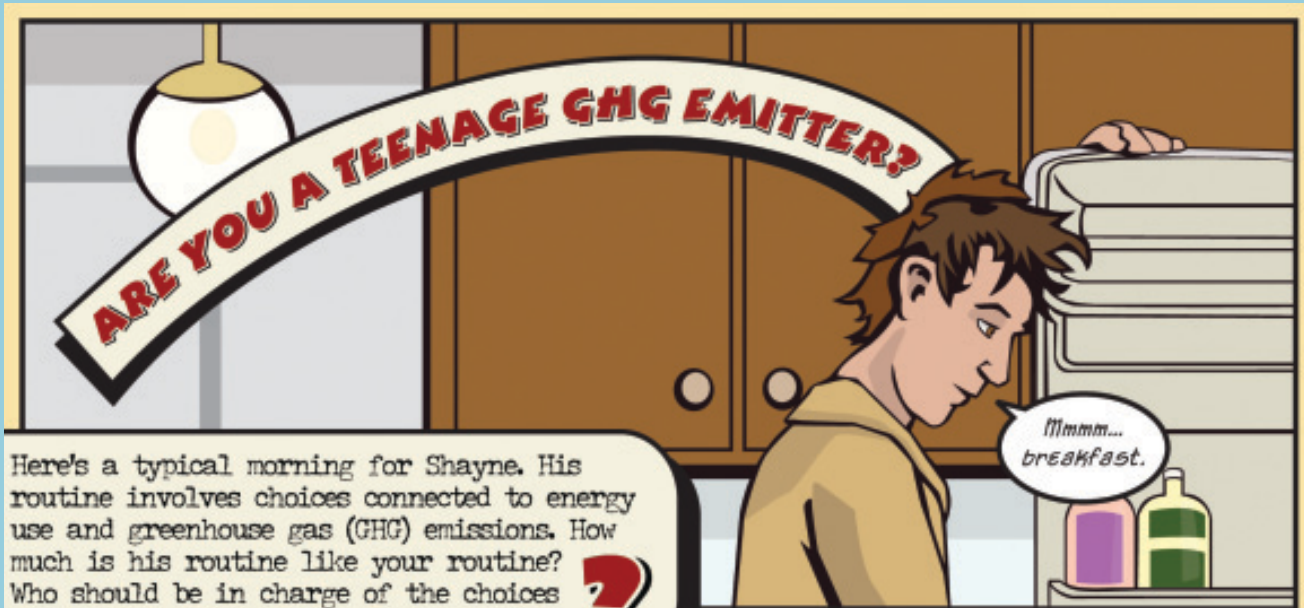



This power plant outside Edmonton uses coal to produce electricity. The Conservative government passed the Clean Air Act in 2006, which set new GHG emission standards for most plants and industries in Canada.

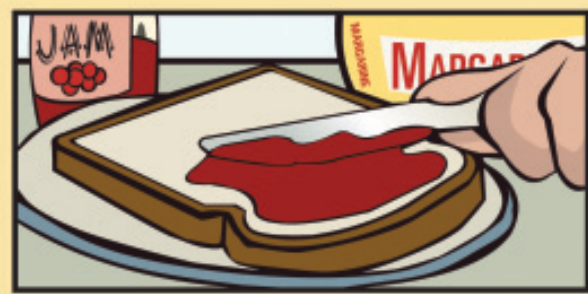
DID YOU KNOW?


In 2007, the U.S. government had taken steps similar to Canada, including tax breaks on energy-efficient products and services, and funding for new energy technologies. It also passed new energy-efficiency standards for vehicles, aimed at making vehicles emit a lower quantity of GHGs.

In 2008, to fight climate change, B.C.'s government created a "carbon tax" on fossil fuels, including diesel, natural gas, coal and propane. Fossil fuels emit carbon in the form of CO₂. The tax made these fuels more expensive for consumers, and aimed to discourage consumers from buying them. The tax functioned as a reminder to consumers: the government did not use the tax to fund any initiatives, but rather returned the money to consumers with tax breaks in other areas.

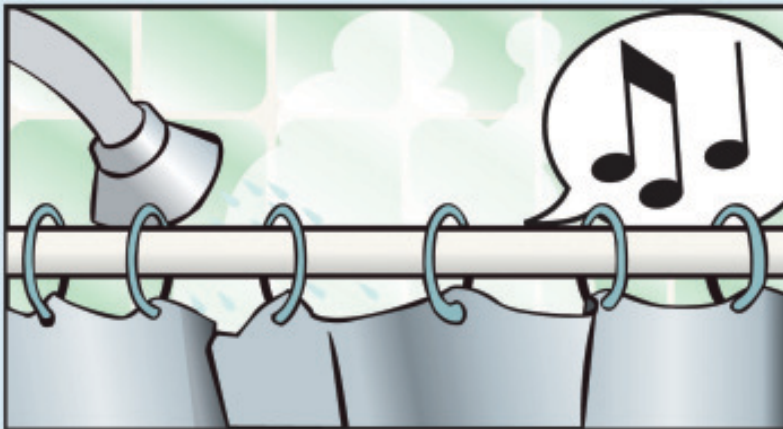


Here's a typical morning for Shayne. His routine involves choices connected to energy use and greenhouse gas (GHG) emissions. How much is his routine like your routine? Who should be in charge of the choices that affect GHG emissions? 

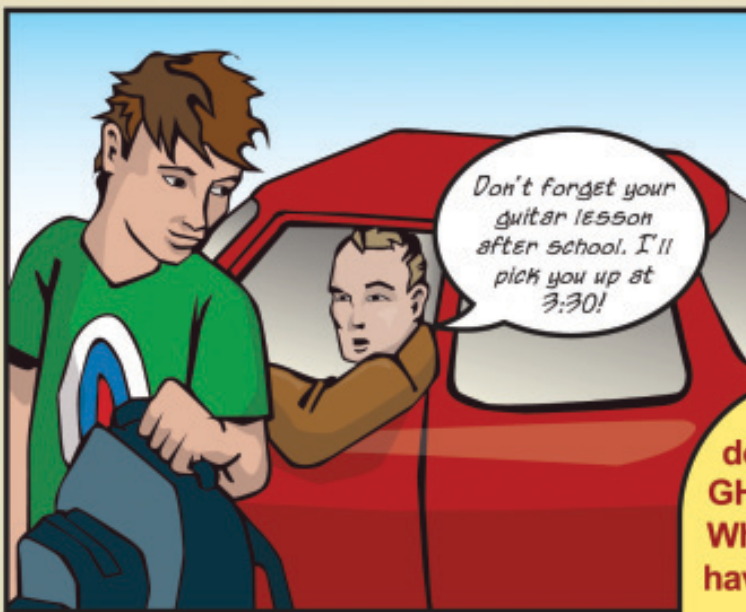
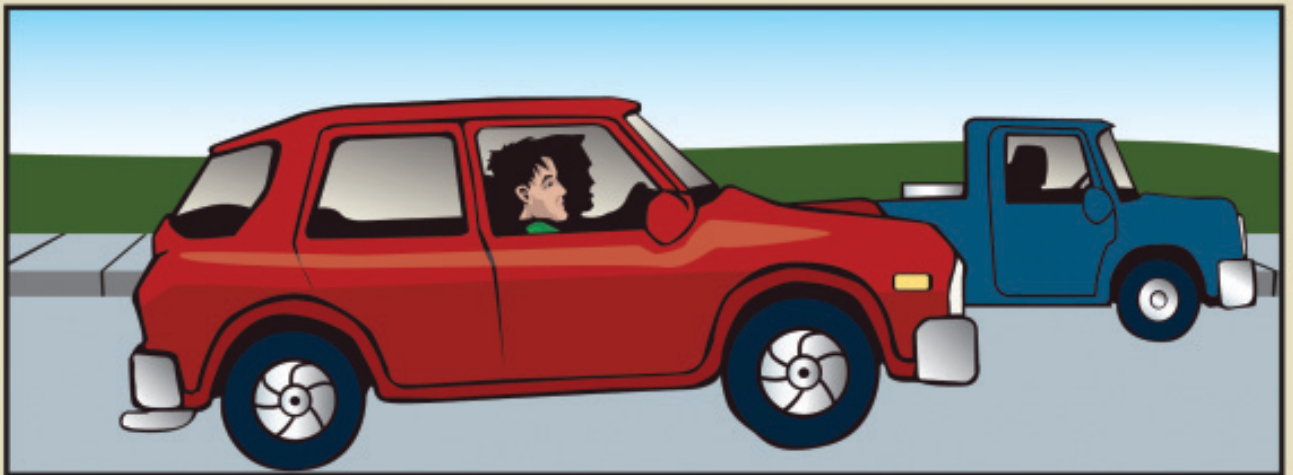


What foods do you like? What if the government began promoting biofuels made from grain, vegetable oil and sugar as a green alternative to fossil fuels? How might this affect the food supply? How might this affect you? 





How much hot water do you use? Home furnaces and water heaters account for about six percent of Canada's GHG emissions. What if the government passed regulations about appliances and showerheads that restricted the amount of hot water available to you?



How much do you drive in a week? Private vehicles emit about twelve percent of Canada's GHG emissions. What if the government put a tax on gasoline, to discourage driving by making it more expensive?



What if the government decided to do nothing, and left decisions about GHG emissions up to you?

What impact might this strategy have on climate change?





Students for Environmental and Social Advocacy



Rob Grant is a Grade 12 student at Camrose Composite High School. He helped start a group at his school called Students for Environmental and Social Advocacy.

Renewable energy is one of the most important things for the future. We wanted to demonstrate that renewable energy is viable and has a place in our society.

It's about taking action on climate change. It's such a broad issue, and so scary. We want people to know they have a choice in the energy they use. We want them to realize their choice is a choice, every time they use their microwave or turn on the TV.

Our group is extremely worried about the oil sands. We want to show that Alberta's economy would benefit from a greener path. We don't have to compromise our economy and standard of living to use renewable energy.

I think it's huge for the government to be involved in environmental issues. Environmental issues are important to people, but they're really big. Lots of people don't know where to start. Government needs to take the lead. It represents us, and it needs to act in our interests.

Plugging In to Solar

Rob Grant put solar panels on his school.

"The project started with me and one other student, Elizabeth Solverson. We felt it was important to make people aware of renewable energy. We wanted to get as many people involved as possible. So, we announced a meeting. Anyone interested could attend. Twenty-five people are part of the group now and we meet every week."

The solar panels create electricity and supply about 3 percent of what the school needs to run its lights, computers, microwaves and so on. The panels went up in December 2007 and cost about \$25 000.

"We're in a perfect position — in a school — to educate people and to demonstrate environmental stewardship. People read about renewable energy — we wanted them to see it in action. We wanted to get renewable energy out of textbooks and into real life."



What are the main environmental concerns of the Students for Environmental and Social Advocacy? How do they view the role of government and individuals in responding to environmental issues?

The group did a number of things to raise awareness about renewable energy.

- Concerts, where all the money and donations went to the project. These events featured a speaker from the group, who talked about the project and the reasons for it.
- Weekly updates about the project in the school newsletter, with contact information for the group.
- Updates every Thursday, on morning announcements. This featured an “environment fact of the week.”
- Information booths during parent-teacher interviews and a basketball tournament. Group members gave out pamphlets, and talked to people about what they were doing and why. They put out a donation jar.

“We raised about a thousand dollars with these events, but their real value was in making people aware.” The group raised the rest of the funds from local businesses, with phone calls, meetings and emails.

“Be prepared to talk — even if it makes you nervous!” says Rob, a little nervously. “The issue is more important than how nervous you are.”



CRITICAL THINKING CHALLENGE Refer to the mind map on page 303. How do the Students for Environmental and Social Advocacy fit into the breakdown of views and perspectives on environmental issues? What other views and perspectives are important to consider? Why?



Rob Grant, and some Grade 9 members of Students for Environmental and Social Advocacy, stand in front of the solar panels they helped install on their school. You can see the panels behind the student on the right. These students raised awareness on an issue that concerned them by taking action.

connect to the big ideas

1. Pages 302 to 321 have explored the role of governments, industry, groups and individuals in political and economic decision making about climate change. Describe an example of different views and perspectives on climate change, based on what you learned. Describe reasons for the different views and perspectives in your example. To what extent do you expect similar or different reasons to generate a variety of views and perspectives on the issue for your chapter task?
2. Over a two-hour period, make a list of all the times you use electricity, battery-powered devices such as rechargeable phones, or fossil fuels such as gasoline and natural gas. Indicate what you used them for and why. Which things would you cross off your list and do without? What could you do instead to help reduce GHGs? In your opinion, how important are individual actions to reduce GHGs? Why?
3. In 2007, the federal government offered rebates for fuel-efficient cars, such as hybrids. Based on the views, perspectives and events you have read in this section, why might the government choose to make this political decision? What impact on producers and consumers could it have? Create a diagram or a cartoon to illustrate your answer.



This hybrid car is fuelling up at a gas station.

CASE STUDY

WHAT IMPACTS DO ECONOMIC AND POLITICAL DECISIONS ABOUT THE OIL SANDS HAVE ON CLIMATE CHANGE AND QUALITY OF LIFE?

Oil sands development in Alberta emits large quantities of GHGs. So, economic and political decisions about climate change often affect the oil sands, and decisions about the oil sands affect climate change.

These decisions involve many views and perspectives, including those of producers, consumers and governments. They involve legislation and the rights of Aboriginal peoples and of individuals. They affect quality of life in many ways, because of jobs, the impacts of climate change and other factors.

Pages 323 to 326 present articles and cartoons that explore some of the views and perspectives connected to decisions about oil sands development. As you read these pages, think about views and perspectives linked to the environmental issue you have chosen for your chapter task.

Federal Government Lets Alberta Oil Sands Off the Hook

May 8, 2007

OTTAWA — The federal government today issued clean-air regulations that exempt Alberta's oil sands from new pollution limits. Under the regulations, oil sands plants will not need to cut back on smog-forming emissions such as volatile organic compounds and nitrous oxide. In addition, oil sands plants will not have to cut greenhouse-gas emissions for three years — a move the government hopes will result in a rapid expansion of oil sands development.

— Based on research into events, views and perspectives.



Examine the article. How does the federal law it describes affect development of the oil sands?



CRITICAL THINKING CHALLENGE

Why might Canadians have different views and perspectives about this federal law? To what extent does governance in Canada create opportunities for Canadians to voice their views and perspectives?

This is the Scotford Upgrader in Fort Saskatchewan, Alberta. The upgrader turns bitumen — the sticky substance extracted from the oil sands — into synthetic crude oil used for fuel and chemical products. It employs 200 people. It is part of an industry that ranks as one of the top GHG emitters in Canada. **Think critically:** How could the decisions of consumers to use more or less energy affect the jobs at this upgrader? How could it affect climate change? Whose quality of life would decisions affecting this upgrader involve?

Premier Rejects Calls to Slow Oil Sands

June 19, 2007

CALGARY — In a speech to the Canadian Association of Petroleum Producers, Alberta’s premier Ed Stelmach said continued growth of the oil industry was key to Alberta’s economic future. He noted that, in 2006, one in every four new jobs in Canada was created in Alberta and that unemployment was the lowest in any Canadian province in the last 30 years. The premier acknowledged that the rapid growth of the oil sands had put pressures on Alberta’s infrastructure and public services. But he rejected the idea of slowing oil sands development. He said that some people have suggested his government “touch the brakes” on oil sands development. He stated that his government rejects that idea, because it believes producers and consumers, acting freely, make the best economic decisions. He said government should not be involved in manipulating the economy.

— Based on research into events, views and perspectives.

DID YOU KNOW?

Two levels of government are involved in the development of the oil sands. Under Canada’s constitution, provincial governments control natural resources. So, Alberta’s government sets the pace and extent of oil sands development. The idea of provincial control reflects a value at the centre of Canada: that people in different regions of Canada should have a voice in laws and policies that affect their quality of life.

Both the provincial and federal governments set pollution limits, including limits on greenhouse gases. This reflects another idea at the centre of Canada: that the federal government should maintain the “peace, order and good government” of Canada as a whole.



Examine the views of Premier Stelmach. What values shape his position on the government’s role in oil sands development? Where would you locate his position on the economic continuum? Why?

THE ECONOMIC CONTINUUM

Planned Economy

Mixed Economy

Market Economy



Coalition urges slowdown on oil sands

A coalition of groups in Alberta called on the provincial government today to stop approving any more oil sands projects.

The groups represent a wide variety of interests: First Nations communities, environmental organizations, scientists, health care sector employees, labour, faith communities and social justice groups.

All of them feel the rapid pace of oil sands development has put too much strain on the quality of air, land, health and the economy in Alberta's communities.

They are running ads in newspapers in Vegreville, Medicine Hat and Grande Prairie. "It's time to stop and think!" read the ads, which then go on to list nine reasons to halt development.

— Adapted from an article by Hanneke Brooymans in the *Edmonton Journal*, February 1, 2008.



**It's time to
STOP and THINK!**

Here are just a few reasons why:

- Out-of-control tar sands development has made Alberta the pollution capital of Canada; greenhouse gas emissions from this industry now represent the fastest growing source of Canada's global warming pollution.
- People living in communities downstream from tar sands mines and tailings ponds are being diagnosed with rare forms of cancer and auto-immune disorders.
- First Nations and Aboriginal Peoples in AB, SK and NWT have not been appropriately consulted about oil sands developments.
- Millions of acres of pristine boreal forest and wetlands are being lost and damaged to development.
- By 2012, daily natural gas use by the tar sands will equal the amount needed to heat every home in Canada each day.
- Up to 5 barrels of water are needed to produce 1 barrel of oil from the tar sands.
- An overheated economy means high inflation and a shortage of health care professionals, affordable housing and workers for critical infrastructure projects.
- Raw bitumen is being exported along with jobs and benefits.
- Alberta's system for approving oil sands projects is broken and is not serving Albertans' best interests.

**Regardless of the reason, there is one thing we all agree on -
the first step is to stop adding to the problem.**

No New Oil Sands Approvals!



Examine the ad on this page.

What evidence can you find that oil sands development involves collective rights? What evidence describes some of the effects of oil sands development on quality of life?



Refer to the mind map on page 303.

Where would you locate the perspectives on this page on the mind map?

This ad appeared in several newspapers in Alberta, sponsored by a coalition of organizations concerned with the impacts of oil sands development. Think critically: The term *tar sands* in this ad refers to oil sands. How might the use of this term convey a perspective?

How might consumer behaviour affect government decisions about oil sands development?

Consumers create demand for products such as oil and gas, which connect to political and economic decisions about oil sands development. This year, you explored the role that government and consumerism should play in Canada's economy. Apply what you learned to help you interpret the cartoons below.



This cartoon appeared in February 2007, following news that American car manufacturers were losing money and planned to lay off workers. What do the sizes of the cars convey about its message?

To what extent has the driver of the car made an informed decision about what to drive?



Which cartoon supports the idea that government needs to play a role in the economy to reduce GHG emissions?

connect to the big ideas

1. Choose one view or perspective from the articles or cartoons in this section. How does the view or perspective connect to governance or economics? To answer this question, refer to the diagram on page 304. Describe a way that the view or perspective fits part of the diagram. Share your conclusions with a partner.
2. Write a letter or email to the federal or provincial environment minister to find out more about government positions on climate change. Compare the position of one of these governments with the position of other political parties. To what extent do different political parties have different positions? How do their different economic philosophies affect their positions?
3. Take a step towards completing your chapter task. Develop an inquiry plan for investigating views and perspectives on your environmental issue. *Go to page 356 to 359 in the Skills Centre for tips on developing an inquiry plan.*



Steps to Social Involvement

In this chapter, you have read about individuals who have taken action to improve quality of life for themselves, their schools, and communities. They have organized action and information to bring awareness to issues that concern them.

For your chapter task, you will also take action — by researching and presenting an informed response that raises awareness about political and economic decision making. **How do you know when to take action on an issue? When you decide to take action on an issue, what steps can you take to become better informed, work with others and communicate your response?**



HOW DO YOU KNOW WHEN TO GET INVOLVED?



First, I research an issue that has impacts on others and that I am concerned about — for example, having a voice in government or consumerism. The research inspires me to do something about the issue to help others.

When you get involved and do something, you're being a leader. I used to think leadership was about being in charge, but now I see that it's about doing something to help others. It's part of responsible citizenship.



Try this!

In this chapter, you have encountered environmental issues affecting citizenship, identity and quality of life of Canadians. Where could you go for more information about other environmental issues affecting Canadians today? What issue will you take action on?

How could you take action to influence decision making on an environmental issue?

As part of your chapter task, you need to describe ways citizens can take action to respond to an environmental issue. Include the ideas you develop here in your presentation.

Choose an issue.	<ul style="list-style-type: none"> Choose an issue you would like to influence or speak out on. Think about issues you have read about, or seen on television or the Internet. Be as specific as possible.
Research the issue.	<ul style="list-style-type: none"> Gather information from legitimate groups and organizations concerned about the issue. Research various sources (e.g., news media, library, Internet, films/DVDs, government) to find out the causes and consequences of the issue, and proposed solutions.
Choose a way to influence political and economic decision making on your issue.	<ul style="list-style-type: none"> Consider the best way to influence political and economic decision making on your issue. Some examples: fundraising campaign, information display, panel discussion, public service announcement, petition, press release, letter-writing campaign. Describe your choice for taking action and the reasons for it.
Create an action plan.	<ul style="list-style-type: none"> Make a step-by-step strategy for your choice. Include specific steps for involving others in your choice. Consider who needs to be involved, materials needed and timelines for getting things done.
Propose your action plan.	<ul style="list-style-type: none"> Present your action plan, backed up with specific details and reasons, to a small group of classmates. Listen to their action plans. Describe one way you could improve your action plan based on what you learned from the ideas of your classmates.

What political and economic decisions should Canadians make to protect biodiversity?

WHAT'S IN THIS SECTION

This section presents:

- The observations of an environmentalist taking action to protect biodiversity.

What are you looking for?

As you read this section, look for:

- Ways that decisions about biodiversity affect the environment, the economy and quality of life.
- Steps to involve others in issues that concern you.

Also look for ways to answer these questions:

- How can you develop a more informed response to the issue?
- What is your informed position on the issue?
- What action do you need to take on this issue?

These questions come from Steps 4 through 6 of **Spot and Respond to the Issue** on page 13.

This is the Rumsey Natural Area near Stettler, Alberta. It is the largest undisturbed tract of aspen parkland remaining in Canada. The ponds within its hummocky terrain provide some of North America's most important waterfowl habitat. Energy companies have challenged the protected status of the area, seeking rights to drill for natural gas. **Think critically: How could you find out the current status of the Rumsey Natural Area and other protected areas in Alberta?**

WHAT'S BIODIVERSITY?

Biodiversity refers to the variety and number of living things on Earth, and to the ecosystems living things both shape and depend on. Ecosystems provide us with many "ecological services," such as clean water, clean air and climate control — so they connect to the quality of life of everyone in fundamental ways. Ecosystems can also have cultural and spiritual importance to people. In addition, ecosystems can be an important source of wild food for some Canadians, especially for some First Nations, Métis and Inuit.



SPOT AND RESPOND TO THE ISSUE

Should development be allowed in protected areas?



DIARY OF AN ECOWARRIOR

Look into what one environmentalist has learned about taking action. As you read, think about how his ideas could help you build a plan of action for the environmental issue in your chapter task.



Me, Cliff Wallis

- professional biologist
- member of the Alberta Wilderness Association
- advocate for wilderness

The Issue: Woodland Caribou



Woodland caribou do not tolerate human activity well, partly because they eat lichens. Lichens thrive in old-growth forests — forests established and undisturbed for at least eighty years. Woodland caribou used to range over all of Alberta's boreal forest. But logging operations, and oil and gas development, have disturbed large areas of their habitat. Disturbed forest doesn't grow lichens, and it attracts deer and moose — and wolves. Wolves find caribou an easy meal. The woodland caribou is now listed as a threatened species under the federal Species at Risk Act.

We know what the science is telling us: woodland caribou are in trouble. The boreal forest ecosystem is in trouble. So, how do we get people to act? It's not enough to give them information.

*To Take Action
First, you build a network.
Then, you look for levers.*

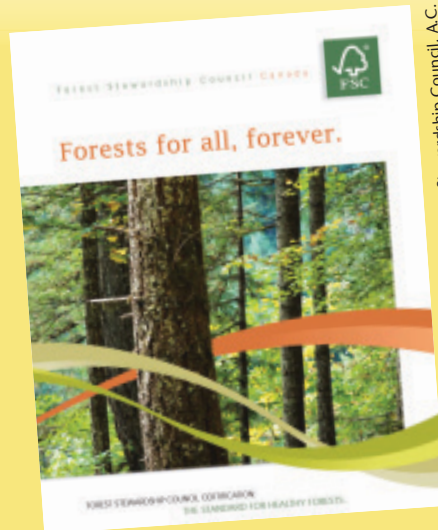


Refer to the mind map on page 303. Where does Cliff Wallis fit into the bigger picture of views and perspectives on environmental issues?

Building a Network

You think of everybody who has a stake in the issue, and you look for individual people who are concerned about the future, like you are. There are some of these people everywhere — in government, in industry, in your community. You build bridges to them, and you expand your network to include a greater and greater diversity of people.

The Forest Stewardship Council (FSC) is an international association that sets standards for using forests. Its list of member organizations is pages and pages long, and demonstrates the diversity of people and businesses connected to forests — from Wigger's Custom Furniture in Port Perry, Ontario, to Little Red River Cree Nation in northern Alberta, to the multinational pulp and paper company Alberta Pacific, to the Communications, Energy and Paperworkers Union. The FSC certifies companies that use forests sustainably — including the boreal forest where woodland caribou live.



© 1996 Forest Stewardship Council, A.C.

The network we built was the Forest Stewardship Council.



Citizenship is about building a society where everyone belongs — individuals and groups. How does Cliff Wallis's strategy of "building a network" connect to citizenship?

Notes: Who has a stake in the woodland caribou?

ABORIGINAL PEOPLES, because they have constitutional rights to land and to traditional ways of using the land, such as hunting, fishing and trapping.

BUSINESSES, because they use the forest to make products for the market. Forestry is different from oil and gas this way. Forestry companies need forests that are healthy for the long term, but oil and gas companies need what's under forests. Oil and gas companies don't need to think about what's good for forests.

ENVIRONMENT GROUPS, because they represent the big-picture public interest of protecting ecosystems.

GOVERNMENTS, because they have responsibility for wildlife and for the development of natural resources, such as forests, and oil and gas.

UNIONS, because many jobs come from using forests.



What views and perspectives are you investigating for your chapter task? How does your investigation compare with this list? Consider whether this list offers insights that could help you with your research.

Looking for Levers

lever: in the context of society, a means of accomplishing something; a way to apply pressure

In physics, *levers* are devices that can amplify the work you do. A lever lets you apply a little pressure on one end, and make big things happen on the other. In my volunteer work, I look for "levers" — ways to apply pressure that will get people to act. This is all about getting people to act.

Lever 1

Markets

Limited Brands is a clothing company that uses catalogues to market its products. In 2006, it agreed to convert its catalogues to paper certified by the FSC — a move that helps protect woodland caribou habitat. Other companies that use FSC certified products include IKEA and Home Depot.

Catalogues
+
Woodland
Caribou

International trade is connected to caribou habitat. The companies that buy resources from Alberta drive some of the logging and drilling that goes on here. Money talks. We are making the market work for the caribou. We are changing the way people think about the economy. It's not about taking away people's jobs. It's about making jobs last, by making the forests they depend on last.

About the Species at Risk Act

The Species at Risk Act (SARA) was created to protect wildlife species from becoming extinct in two ways:

- By providing for the recovery of species at risk due to human activity; and
- By ensuring through sound management that species of special concern don't become endangered or threatened.

The Act became law in June 2003. It includes prohibitions against killing, harming, harassing, capturing or taking species at risk, and against destroying their critical habitats.

Here are some species from western Canada listed under the act.

Western Blue Flag



Woodland Caribou



Northern Leopard Frog



Grizzly Bear

Level 2

Laws

One of the challenges is how to get oil and gas companies on board. Laws are an important lever for them. So far, governments haven't done much to protect caribou habitat, but the federal government has an obligation to protect the woodland caribou under the Species at Risk Act. So, we've launched a case to trigger action from the federal government. We hope this will have an impact on oil and gas development.

Lever 3 *International Agreements*

International Convention on Biological Diversity

The nations that have signed this agreement:

- ... Conscious of the importance of biological diversity for evolution and for maintaining life sustaining systems of the biosphere,
- ... Affirming that the conservation of biological diversity is a common concern of humankind,
- ... Aware that conservation and sustainable use of biological diversity is of critical importance for meeting the food, health and other needs of the growing world population,

Have agreed to take steps to protect biological diversity.

Some people aren't aware of Canada's international obligations to protect biodiversity. Canada signed the Convention on Biological Diversity in 1992, and it helped create an agreement on forests under the U.N. Forum on Forests in 2007. It's important for people to know that our wilderness isn't just "ours." It belongs to the world. It affects the world. The world is watching.

connect to the big ideas

1. Create a chart or diagram that shows how the steps described in "Diary of an Ecowarrior" fit the steps in **Spot and Respond to an Issue** on page 13.
2. Imagine you are a reporter who has interviewed Cliff Wallis. Write a short news story summarizing how he takes action on environmental issues. **Go to the Skills Centre on page 371 for tips on writing a news article.**
3. Consider the advice of Cliff Wallis to "build a network." Based on the mind map on page 303 about views and perspectives, who would you include in a network for the environmental issue for your chapter task? Jot down the reasons for your decisions and share them with a partner.
4. Cliff Wallis describes three "levers": the market, laws and international agreements. Which of these levers could play a role in the environmental issue for your chapter task? Research possible levers, and design a way to show others how you could "put a lever to work" on your issue.





Wrap Up Your Task

For your chapter task, you need to present an informed response to the following question:

How does political and economic decision making affect environmental issues and quality of life?

Summarize Your Ideas

Review your notes about the effects of political and economic decision making on the environmental issues you encountered in this chapter. Consider what you learned from your research into your own environmental issue and from “Steps to Social Involvement” on pages 327 and 328. Use what you know about how to spot and respond to an issue to help you summarize your ideas.

Communicate Your Response

Prepare your presentation. Remember to include:

- Your research on how your environmental issue affects quality of life today.
- Views and perspectives on your environmental issue.
- An explanation of how government and citizens have responded to the issue.
- Options and solutions for how citizens can take action to influence economic and political decision making on the issue.

As part of your conclusions about how citizens can take action, prepare some sample materials to support an action plan you recommend. For example, if you recommend a letter-writing campaign, present an announcement for radio or newspapers that would encourage people to join such a campaign.

For your support materials, choose from the formats below, or think of a format of your own.

- Radio or TV announcement.
- Information display for your school or a mall.
- Digital announcement for attaching to email.

TIPS FOR YOUR SUPPORT MATERIALS

- ✓ Choose the format that would reach the most people interested in your issue.
- ✓ Consider cost and the reasons for choosing more expensive or less expensive options.
- ✓ Apply what you have learned about persuasive communication this year.
- ✓ Create a clear message that aims to involve others in a course of action.

You've used the steps for **Spot and Respond to the Issue** many times this year. That's because they're useful for any issue, including issues you haven't encountered yet. Before you complete your task for this chapter, compare your work against the steps on pages 12 and 13.



Chapter 9 Review

WHAT DID CHAPTER 9 EXPLORE?

- How do environmental issues involve political and economic decision making?
- What political and economic decisions should Canadians make to respond to climate change?
- What political and economic decisions should Canadians make to protect biodiversity?

Revisiting the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

How should governments in Canada respond to political and economic issues?

Work through the directions for “Demonstrating Your Learning” on page 55 to present your position.

Share What You Know

Plan and create a presentation that illustrates different views and perspectives on one of the environmental issues in this chapter. Think of a format that would best communicate your ideas. You could include a skit or tableau, music or sound effects, a poster or other visual.

Take Action

With the help of your teacher, invite a provincial or federal minister of the environment to your school to raise awareness about current environmental issues and government decisions affecting quality of life today.

Reflect Before You Forget

Reflect on what you learned in this chapter. Complete these thoughts:

- In this chapter, I learned... about taking action on issues.
- Thinking about environmental issues that affect me and others matters because...
- The most important thing I learned about governments responding to environmental issues is...

Link with Technology

Using a digital camera or a video camera, interview different individuals for their views and perspectives on how one of the environmental issues in this chapter affects citizenship, identity and quality of life. Present your clips to others.

Go to the Skills Centre on page 374 to get ideas.



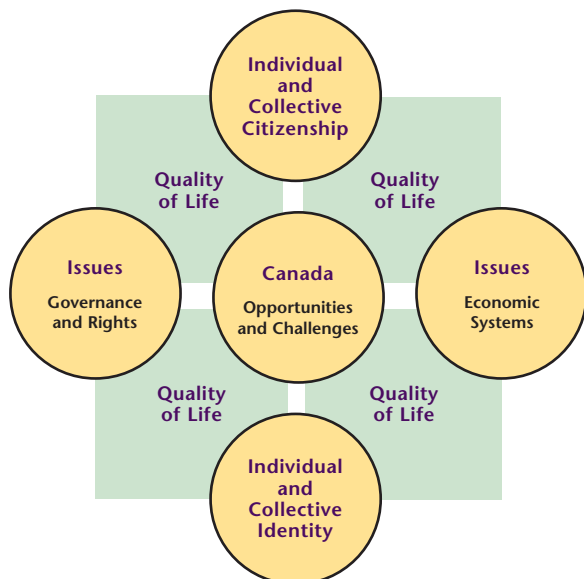
Big Ideas Review

This year in Grade 9 social studies, you explored how governance, rights and economic decision making affects quality of life for all Canadians. You analyzed challenges and opportunities that these create as Canadians respond to issues. You considered points of view and perspectives.

Revisiting the Issues in this Book

Refer to the table of contents at the front of the book to review the main issues you covered this year. Use the chart below to summarize what you learned. For each issue:

- Describe how the issue involves political decision making (governance and rights) or economic decision making (economic systems and consumer behaviour), or both.
- Describe how the issue affects identity, citizenship and quality of life. Use examples of views and perspectives to do this.
- Describe an example of an opportunity and a challenge the issue creates for Canadians.



Going Beyond the Book

Choose an issue making news today that affects quality of life for all Canadians. Check today’s newspaper or check an online news source.

Respond to the Issue

By now, you have had lots of practice researching and developing an informed response, so your response should be thorough and detailed. Remember to work through the steps for **Spot and Respond to the Issue** on pages 12 and 13.

Link with Technology

Describe how you could use technology to communicate and take action on your issue.

Share What You Know

Choose a format that would best communicate your position on the issue. For example, you could create a multi-media presentation, a role-play or a poster. Explain the reasons for your choice and describe steps for accomplishing it.

Take Action

Think back to ways that individuals and collectives in this book have taken action on issues that are important to them. Explain what action you believe is appropriate on the issue you have chosen. Describe how your action connects to responsible citizenship and present steps for accomplishing the action you identify.

Skills Centre 9

DIMENSIONS OF THINKING

Critical and Creative Thinking

- 340 Setting and Using Criteria
- 340 Drawing Conclusions
- 340 Comparing and Contrasting
- 341 Finding the Main Idea
- 341 Generating Creative Possibilities

Historical Thinking

- 342 Organizing Historical Events

Geographic Thinking

- 345 Interpreting and Creating Maps
- 347 Creating Maps with Technology
- 348 Interpreting and Constructing Charts and Graphs

Decision Making and Problem Solving

- 349 How to Select the Best Alternative
- 350 How to Make Decisions in a Group
- 351 How to Consider the Perspectives of Others

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Cooperation, Conflict Resolution and Building Consensus

- 352 Working Cooperatively in Groups
- 352 Resolving Conflicts

Age-Appropriate Behaviour for Social Involvement

- 353 Organize a Peaceful Rally or March
- 353 Organize a Club
- 353 Fundraising
- 354 Letter-writing Campaign
- 355 Writing a Petition

RESEARCH FOR DELIBERATIVE INQUIRY

- 356 Setting Up an Inquiry
- 360 How to Find Information
- 364 Organizing Information
- 367 Conducting Online Searches
- 368 How to Conduct a Survey
- 369 Conducting Interviews

COMMUNICATION

Written Literacy

- 370 Tips for Writing Persuasive Paragraphs, Reports and Essays
- 371 Tips for Writing News Articles
- 371 Tips for Writing Emails

Oral Literacy

- 372 Tips for Debates
- 372 Tips for Roundtable Discussions

Visual and Media Literacy

- 373 Creating Political Cartoons
- 373 Creating a Collage
- 373 Creating Electronic Bulletin Boards
- 374 Using Digital and Video Images

DIMENSIONS OF THINKING

Critical and Creative Thinking

Setting and Using Criteria

When you are evaluating information you need to judge it against a set of criteria. Criteria are standards by which we judge or evaluate information. Use these steps for developing criteria to evaluate information about issues you are inquiring about:

- Brainstorm a list of criteria for what you are looking for.
- Record all your ideas on paper or electronically.
- Group and categorize criteria that are similar or follow a similar pattern.
- Summarize and rewrite each category into one statement, narrowing them down to a list of about three to five.
- Use the criteria to judge facts, evidence, views, perspectives or other information. Interpret information by comparing it to the criteria.
- Reflect back on your judgements to determine if your interpretations were plausible and feasible.

Drawing Conclusions

When drawing conclusions, you are to look at patterns, characteristics, facts or elements in the information you are analyzing. Use these steps to help you draw conclusions about issues you are inquiring about:

- Find the facts, views and perspectives on an issue or topic.
- Look for patterns between key ideas, similarities and differences.
- Combined together, what does the information say about the topic?
- Draw your conclusion.
- Test your conclusion by sharing it with others.
- Revise your conclusion if necessary.

Comparing and Contrasting

When you are comparing and contrasting information, you use criteria to analyze similarities and differences between ideas, facts, or other information.

Ask these questions when comparing and contrasting information:

- What criteria will you use for your analysis?
- How are they the same and different?
- What similarities and differences appear to be significant?
- What categories or patterns can you see in the similarities and differences?
- What conclusions can you draw from the information?

Finding the Main Idea

It is helpful to find the main idea when researching and reading information about issues you are exploring. Use these steps when finding the main idea in a passage or other information:

- Look for the purpose of the information.
- Find common subtopics and ideas, and evaluate how they are related.
- Paraphrase the text and ask questions to make sense of the ideas.
- Consider the evidence you have gathered and summarize the main idea.

Generating Creative Possibilities

Considering creative possibilities is a key component of critical and creative thinking. Generating creative possibilities can help you to view information from multiple perspectives and predict solutions to problems. Ask these questions when generating creative possibilities:

- What is the question you are exploring?
- What possibilities can you think of?
- What are some other types of possibilities?
- What are some unusual possibilities?
- What possibilities can you create by combining possibilities?

Historical Thinking

Organizing Historical Events

History is full of important dates, names, and places. How can you keep it all straight? What's worth remembering? What does it all mean?

Thinking about Time

Is time like a line, a circle or a spiral? Different cultures think about time in different ways.

One way to think about time is that events happen and then time marches on in a straight line. Events are linked with units of time, such as days, months, years, and centuries. They are either in the past, present, or future.

First Nations and Inuit think of time as a circle. They think of events in terms of cyclical patterns, such as birth and death, phases of the moon, and seasons. The 'cycle of life' is a view of existence in which all things end at the beginning in a never-ending circle of existence.

— From *Aboriginal Perspectives*, p. 86.

Make two sketches, each showing a different way you think about time and events.

How to Read a Timeline

A timeline is a way to show events on a straight line in the order in which they happened. A timeline helps you to remember the events and to see possible relationships among events.

- The title of the timeline describes the type of information that it contains.
- Timelines can be horizontal (across) or vertical (up and down).
- A timeline is divided into equal segments, such as years, decades, or centuries.
- Each event is connected to a point on the timeline to show the approximate date on which it occurred.
- The event is labelled. The label is usually brief and, therefore, you may need to find information from other sources in order to understand the sequence of events.
- The information in a timeline can also be shown as a chart or table. The example on the next page shows the same information in both a timeline and a chart.

How to Make a Timeline

1. Think about the topic and focus of the timeline. Write a meaningful title for it.
2. Research the events for your timeline. Make a small card for each event, noting the date of the event, a brief description of the event, and why it was important. You should also note the source of your information so that you can return later to check the facts, if necessary.
3. Decide which events to include in the timeline and which to discard. This step will really make you think about whether or not an event is important.
4. Organize the event cards in a sequence from earliest to latest. You may also want to make a chart or table that lists all of the events in order.
5. Decide how long the timeline will be and what materials you will use. For example, you may need to create the timeline in your notebook or you may be able to create a bulletin board display. You may decide to use a long roll of paper or perhaps you will create the line out of string or yarn.
6. Plan the units of time on the timeline. What are the earliest and latest dates? Will the segments of the timeline be months, years, decades, or centuries? How many segments will you need to make? Will you mark the segments both above and below (or on both sides) of the timeline?
7. Add each event to the timeline. How will you mark and label each event? You might draw an arrow from the label to a point on the timeline. You might attach coloured labels or link a string to each event card.

1876

Treaty 6

- one of several Numbered Treaties negotiated between 1871 and 1921
- permanent, nation-to-nation agreements that affirmed First Nations identities

1876

Indian Act

- passed without consultation with First Nations
- at points, restricted rights of First Nations people

1879

Davin Report

- federal government establishes residential schools, which aim to assimilate First Nations

1939

Indian Association of Alberta

- founded by First Nations in Alberta to affirm Treaty rights

1969

White Paper

- a proposal by Canada's government to end Treaty rights

1970

Citizens Plus

- Indian Association of Alberta asserts Treaty rights as part of permanent agreements and key to First Nations identity

How to Make a Timeline with Technology

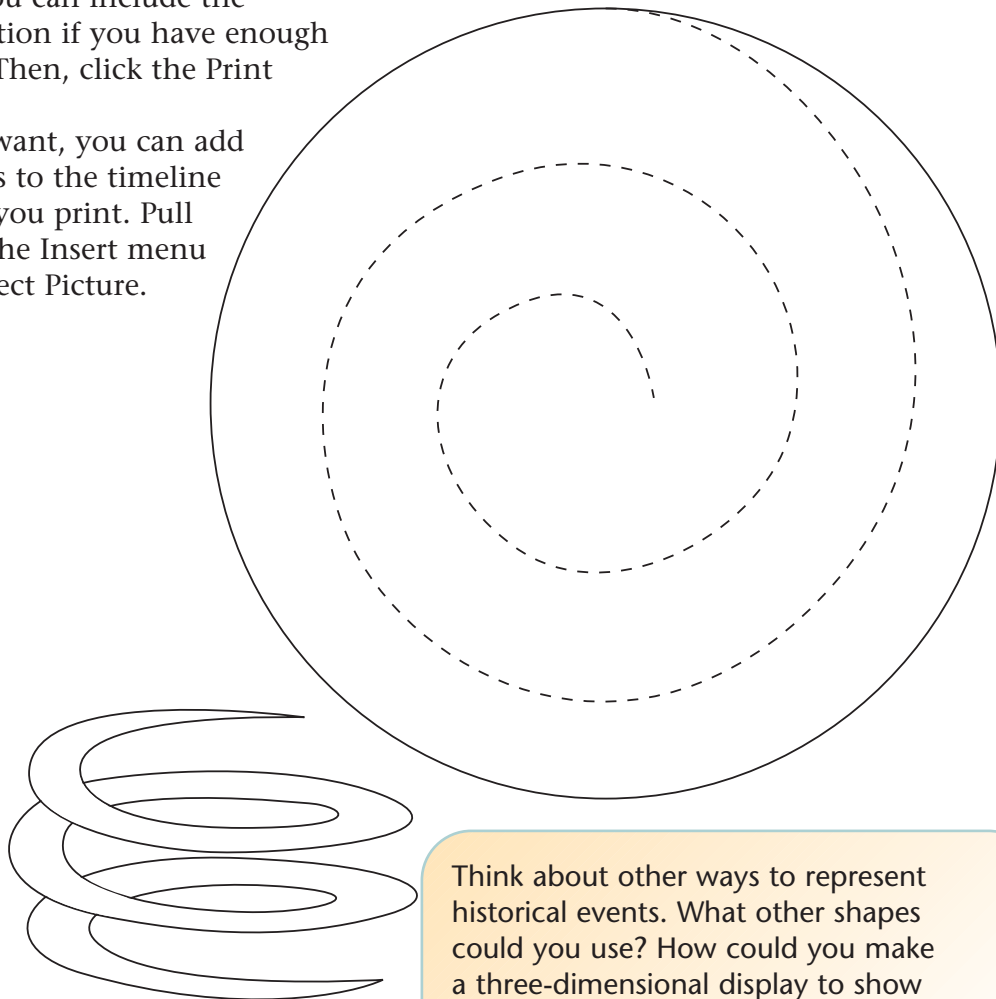
Some computer applications help you to make timelines. If you don't have this kind of specialized software, you can use a spreadsheet instead.

- In the first column of the spreadsheet, enter the year or date of the event. In the second column, enter a title for the event. In the third column, enter a description of the event.
- To sort the events, select all of the rows. Then, pull down the Data menu and select Sort.
- To print the timeline, select all of the cells that contain the date and title. You can include the description if you have enough paper. Then, click the Print button.
- If you want, you can add pictures to the timeline before you print. Pull down the Insert menu and select Picture.

How to Show Events in Other Ways

SPIRAL

1. Cut out a large paper circle.
2. Cut a spiral by following the imaginary lines shown in this sketch.
3. Write the date and title of each event, following around the spiral until you reach the top or bottom. Which order will you use?
4. Attach a piece of thread or twine to the centre of the spiral and hang it from the ceiling.



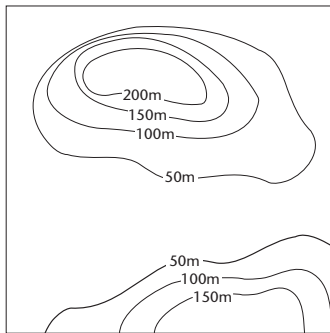
Think about other ways to represent historical events. What other shapes could you use? How could you make a three-dimensional display to show historical events?

Geographic Thinking

Interpreting and Creating Maps

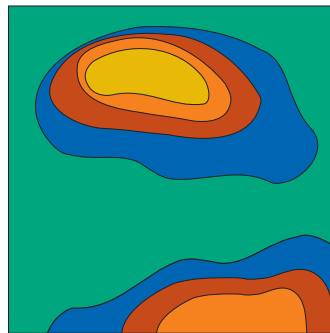
Topographic Maps

Maps that show elevation are called topographic maps. There are different ways to show elevation on a map. One common way is to use contour lines, which join points of equal height, measured from sea level.



Find the highest point of land in this map. Notice that each contour line is a closed shape that connects points at the same height.

Another way to show elevation is to use shades of different colours to create the illusion of height and depth.



- 0–49 m
- 50–99 m
- 100–149 m
- 150–199 m
- 200–249 m

Find the steepest side of a hill in this map. Notice that the colour scheme is explained in the map legend.

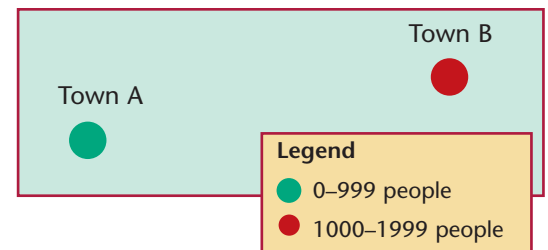
Population Maps

Population Magnitude

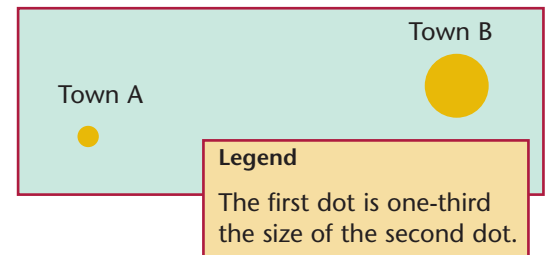
You can show information that compares the total population of places. For example, here are some ways to represent Town A with 523 people, and Town B with 1483 people.

Begin by rounding the population numbers. Round the population of Town A down to 500 and round the population of Town B up to 1500.

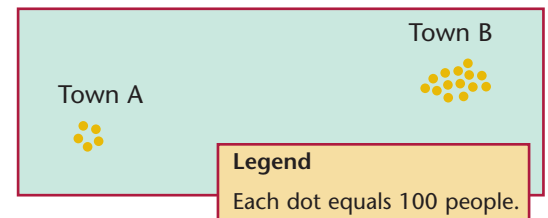
Population Magnitude Coloured Dots



Population Magnitude Different Sized Dots



Population Magnitude Numbers of Dots



TIP

Don't forget these map essentials.

Title — A brief description of the purpose of the map.

Legend — A list of the symbols and colours on the map with an explanation of what each one means.

Scale — A ratio that explains how distance on the map compares to the actual distance on the ground. For example, one centimetre on a map may equal one kilometre on the ground.

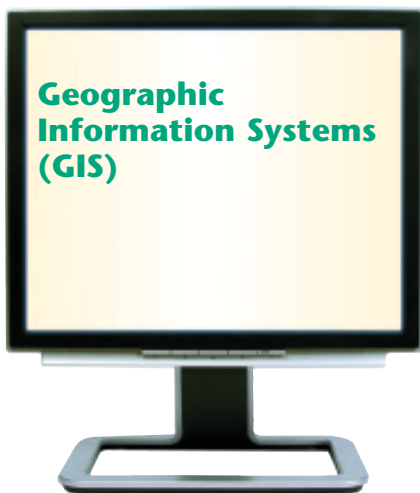
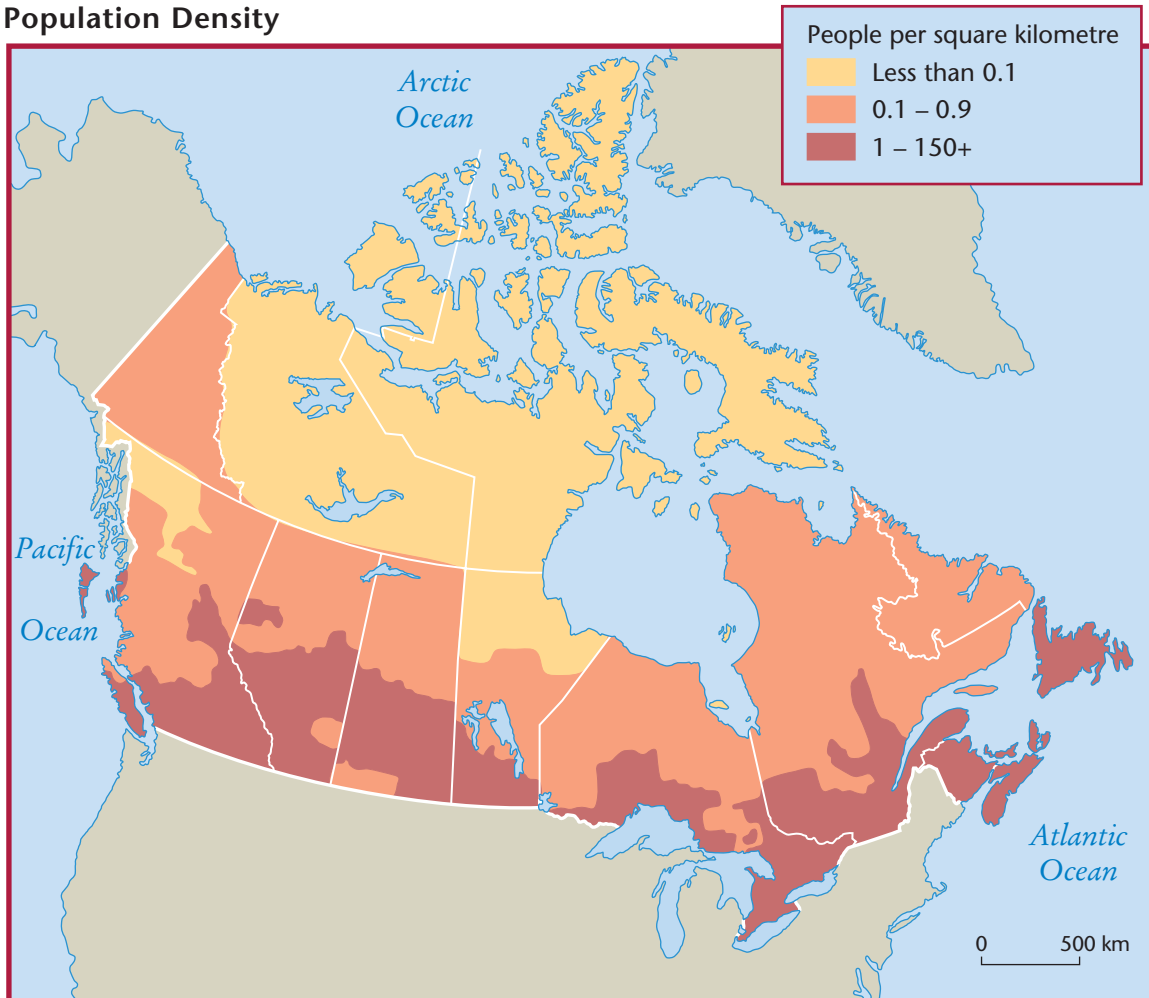
Lines of latitude and longitude — Lines that create a grid that is used to describe exact locations on the earth. Lines of latitude run parallel to the equator and are labelled in degrees north or south of the equator. Lines of longitude run between the north and south poles. They are labelled in degrees east or west of the prime meridian, which passes through Greenwich, England.

Population Density

Population density describes how many people live in a certain area. In math terms:

Population density = number of people divided by area.

Population Density



Here is a population density map of Canada. It divides Canada into three regions, based on the average number of people per square kilometre. Ninety-nine percent of Canada's population lives in the red region.

Creating Maps with Technology

People who work with maps use computer-based information systems to locate places, zoom in closer to an area, look for patterns, print maps, and create tables of data about places. These types of computer systems are called Geographic Information Systems (GIS).

One mapping system that is becoming very common is the Global Positioning System (GPS). It uses a set of 24 satellites to relay information to GPS receivers on Earth. A fishing boat, for example, can carry a small receiver that displays a map of the area in

which it is fishing. Fishers can identify the exact coordinates (latitude and longitude) of an area in which fishing was good and return to it using the GPS receiver as a guide. GPS receivers are also included in some cars and are linked with mapping systems that display the best route for the driver to take.

GIS has made it possible to provide interactive maps on the Internet. For example, Google Maps can be used to view aerial photographs and maps of any place on Earth. You can zoom in closer and closer, sometimes getting close enough to see an individual house on a specific street. Google has recently added maps of the moon, too.

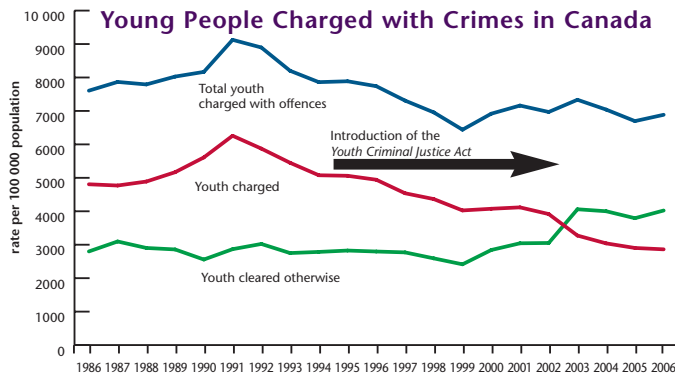
Interpreting and Constructing Charts and Graphs

Almost every day we encounter graphs and charts in textbooks, newspapers and other media. Graphs and charts illustrate and summarize data that help us to understand issues we are inquiring about. It is an important citizenship skill to know how to organize and interpret data to help us respond to issues.

Line Graphs

Line graphs are used for showing patterns over time.

- Mark the horizontal line in regular intervals, usually in units of time.
- Mark the vertical line in regular intervals to show changes.
- Label both lines.
- Plot the information on a grid.
- Connect the points with a line.

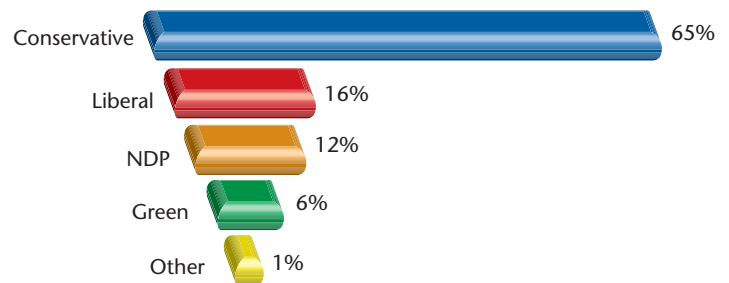


Bar Graphs

Bar graphs are useful for comparing two sets of data.

- Mark the vertical scale in regular intervals of units or time.
- Place the bars along the bottom of the horizontal scale.
- To identify the bars, use labels, patterns or colour code.
- Add a legend.

Results by Popular Vote, 2006 Federal Election: Alberta

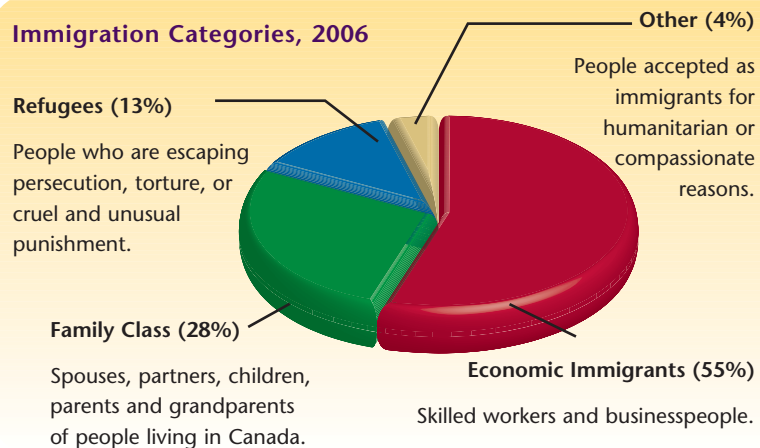


Pie Charts

Pie charts are useful for comparing the size of parts to the whole.

- Calculate percentages. Be sure that the total adds up to 100 percent.
- Divide the percentages proportionally as parts of the circle.
- Add a legend and labels.

Immigration Categories, 2006



Decision Making and Problem Solving

Life can be complicated. Often there is not a definite answer to a question, an issue or a problem. If a decision involves several people, each one may have different opinions about what should be done. If the decision is yours alone, you may have difficulty making up your mind. In both cases, emotions are involved as well as logical thinking.

How to Select the Best Alternative

Decisions or issues without single, clear answers are often written as questions including the word *should*. For example, should students be allowed to wear whatever they like to school? How should the government help homeless people? Who should I vote for?

These decision-making steps will help you to consider several different options and choose the best one.

1. **Understand the issue** — State the issue clearly. Carry out a Research Plan to gather more information and become informed about the issue.
2. **Identify alternatives** — Brainstorm several different choices that you might have in addressing the issue or problem. Select a few of the most promising ones to consider in more depth.
3. **Analyze the alternatives** — Think about the consequences of each alternative. List the pros (+) and cons (–) of each.
4. **Decide which one is best** — Select the alternative with the most positive and fewest negative consequences. Organize the alternatives in rank order from the most desirable to the least desirable.
5. **Make a decision** — Choose the best alternative. Explain why it is the best using facts and reasons.
6. **Evaluate the results** — Think about the decision. Was it fair for everyone? What benefits and difficulties are expected from this decision? If you had to make the same decision again, would you change it? What have you learned about decision making from this experience?

Use the decision-making steps above to make a personal decision. Think about other situations in which you could use these steps to make a group decision.

Brainstorming for Ideas

Brainstorming is a way of producing lots of ideas about a topic. Although it is possible to brainstorm alone, it is best to do it in a group. Tips for brainstorming in a group:

State the topic — Talk about the topic for a few minutes to be sure that everyone understands it.

List many ideas — Record as many ideas as you can within a few minutes.

Piggy-back on the ideas of others — Listen to what others are saying because often it will make you think of a new idea.

Do not criticize ideas — The members of your group need to feel safe in suggesting all possible ideas, even if some sound wild and crazy. With all of the ideas “on the table” the best ones will emerge. Do not praise people’s ideas and do not criticize them, either.

First Nations, Métis, and Inuit often use a traditional discussion process called a talking circle for group discussion and arriving at a consensus. It follows the following ideas, which may vary depending on the group and the issue being discussed:

- An Elder often guides the discussion.
- A person is allowed to state his or her ideas without interruption.
- A pause is given between speakers to allow for thinking about the idea stated.
- Respond to the ideas presented, not to the person. Do not criticize the person.
- The ideas belong to the circle once they are spoken.

Work with the members of a group to practise the three different ways of making a decision. Begin by posing a question that includes the word *should*. For example, the question might be “Should students wear school uniforms?”

How to Make Decisions in a Group

When a group works together, there is a point at which they are ready to make a decision. The issue or problem has been explored. All of the facts have been collected and organized. Alternatives have been examined and ranked.

Different ways to make a decision in a group:

- **Majority vote** — Each member of the group casts a vote and the alternative with the most votes is selected. This process produces a win-lose situation in which some people might be unhappy with the decision.
- **Unanimous agreement** — Everyone in the group must agree on the decision. A single person can veto the decision and force the group to continue looking for a better alternative. This process takes time and means that members of the group must keep working to understand the perspectives of other people.
- **Person-in-charge decides** — The group discusses the alternatives and each person says what they think the decision should be. After listening to their ideas, the person-in-charge makes the decision. This process can provide the chair of the group, teacher, principal, premier, judge, or other person-in-charge with good ideas and an understanding of the desires of different types of people.

How to Consider the Perspectives of Others

Good decisions are based upon the ideas and beliefs of many different types of people.

Tips about making decisions that consider different perspectives:

- **Starting positions** — Begin the discussion by letting everyone in the group describe where they stand on the decision. Using a roundtable format, each person should describe the issue or problem, tell what should be done about it, and explain their reasons for taking this position.
- **Listen** — Listen carefully as each person speaks. You should be able to tell the group in your own words what you heard a person say.
- **Ask questions** — Try to understand another's perspective by asking questions, such as "Can you explain why...?" or "What do you mean by...?" Be sure that you are not arguing with the person and that you are trying to understand their ideas and opinions.
- **If I were you** — Try this in pairs so that each person has a partner. Try to understand each other by looking at the world through each other's eyes. Take turns completing statements such as "If I were you, a concern of mine would be..." or "If I were you, the solution I would like would be..."
- **Missing perspectives** — List the names of groups of people who will have an interest in the decision or who will be affected by it. One by one, go down the list and consider how the issue or problem will affect each group. Then, discuss how the decision might affect each group.

Work with the members of a group to practise the different ways of making decisions that consider different perspectives. Begin by posing a question that includes the word *should*. For example, the question might be "How should our community deal with bullying?"

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Cooperation, Conflict Resolution and Building Consensus

Working Cooperatively in Groups

In social studies you have many opportunities to work in groups to complete projects and take action on issues that you are committed to. Consider these steps to help you focus on working cooperatively to achieve a common goal:

- Contribute to the group process by consistently participating and sharing useful ideas.
- Follow directions and use your time effectively to get the task done in time.
- Be a leader by actively looking for ways that the group can be more effective and suggesting solutions to problems.
- Be prepared with required materials.
- Listen to and support the efforts of others in positive ways.

Resolving Conflicts

Sometimes when working in groups to achieve a common goal, conflicts may arise. You can try these tips to help you resolve conflicts peacefully:

- Decide if you and the other person are having a difference of opinion where a resolution cannot be reached.
- Tell the other person what you think about the problem.
- Ask the other person what he or she thinks about the problem.
- Listen to his or her answer.
- Think about why the person might feel that way. Consider their perspective and views.
- Suggest a compromise that takes into account the opinions and feelings of both people.

Age-Appropriate Behaviour for Social Involvement

Active citizenship requires that responsible citizens take action on issues upon their convictions. There are several ways you can take action on issues you feel strongly about. Refer to the examples that follow.

Organize a Peaceful Rally or March

Become directly involved with an issue by organizing a rally or march. In a rally, citizens can freely share their personal experiences, views and positions on an issue working for positive change with others. Marches can be used to educate the public about your issue and communicate your message to government officials. Ensure that you have proper permission from school, community or police officials to hold your event.

Organize a Club

Gather a few people to help you organize a club that has a common purpose on an issue you are passionate about. For example, you could organize a club about neighbourhood beautification, helping seniors in the community, human rights, or the environment. When you work together to reach a common goal you can accomplish a lot. Together, share creative ideas on what issues are important to you and what you will do to raise awareness about the issues.

Fundraising

There are many different ways to raise funds for an issue or cause that you are committed to. The money you raise can go towards publicizing your issue, supporting charitable groups and implementing projects you are organizing. Some examples of fundraisers are:

- Do odd jobs around the school or community such as mowing lawns, raking leaves, or shovelling snow.
- Sell fundraising items such as baked goods, coupon books or crafts.
- Hold a community garage sale.
- Organize a school dance and charge an admission fee.
- Plan a car wash.
- Hold a skip-a-thon, spelling bee or walk-a-thon.
- Organize a jellybean count contest.

Try these fundraising tips:

- ✓ If you are to hold a fundraiser in your school or community, make sure you ask for permission before you plan.
- ✓ Create a budget to help you plan for the money you will spend organizing the fundraiser.
- ✓ Ask for school or community help by writing a letter requesting assistance or funding for your fundraiser.

Letter-writing Campaign

Writing letters is an effective way to take action on issues. You can write letters to find out more information about an issue or to communicate your views to government members or organizations. Some types of letters are:

- Letter to a government member.
- Letter to an editor of a newspaper or magazine.
- Letter to request information.
- Letter to thank a guest speaker, organization or government member for their contributions.

- When writing letters, consider these tips:
- ✓ Use a standard letter format like the one below to organize your ideas.
 - ✓ Be clear and concise.
 - ✓ Type or write your letter neatly.
 - ✓ Address government members with appropriate titles.
 - ✓ Proofread your letter for spelling and grammar.

Joyce Strembitsky
120 Avenue West
Calgary, AB T6Y 2T7
Tel: 780-479-0000
Fax: 780-473-6565

January 5, 2008

Students for Political Action
James Bushnell, Director
13 Pinecrest Boulevard
Ottawa, Ontario K8Y 9R9

Dear Mr. Bushnell:

My name is Joyce Strembitsky and I am a Grade 9 student. I just want to thank you for the wonderful work your organization is doing with students across Canada. Your work has inspired me to get more involved with my community raising awareness about quality of life issues that affect me and others.

I am writing to ask permission of your organization to organize an Alberta chapter of your group, Students for Political Action. Please send me any information that you have that would help me to organize this group in my community.

I thank you for your time and cooperation with this request. I look forward to hearing from you.

Yours truly,

Joyce Strembitsky

Joyce Strembitsky

TITLES FOR GOVERNMENT OFFICIALS

Your Majesty — kings and queens

Your Excellency — Governor General, ambassadors, heads of state

The Right Honourable (insert full name) — Prime Minister of Canada

The Honourable (insert full name) — premier, members of parliament, cabinet ministers, senators

Your Honour — judges

Dear Admiral (General or Captain) — military officials

Your Worship — mayors

Writing a Petition

When you create a petition, you are stating an idea and demonstrating support for it. It can be a powerful way to influence decision making in government.

Title of Petition:	
To:	Who will you give your petition to?
From:	Identify who you are or the group you are representing.
Your Request:	How do you want government to solve the problem?
Reasons:	Support your request with evidence and reasons.
Signatures:	Include a complete list of signatures with full address, city and postal code.
Presentation:	Present the petition to a government decision maker.

Try these tips in writing a petition:

- ✓ If you want your petition to be read in the House of Commons, you need to send it to your member of parliament, who represents your voice in government. Ask permission to submit your petition to the House.
- ✓ The petition must contain a specific request, called a prayer, for the federal government to take action on an issue.
- ✓ Collect as many signatures as possible. Usually about twenty-five signatures are required to have your petition read in the House of Commons.

RESEARCH FOR DELIBERATIVE INQUIRY

Setting Up an Inquiry

Inquiring minds wonder about the world in which they live. They are curious. They ask questions. They conduct research that will give them the information to make decisions and to solve problems.

How to Develop Good Inquiry Questions

Inquiry begins with curiosity and a desire to know the answers to questions. All questions are not equal, however. The really big, or essential, questions are broad in scope and difficult to answer. A BIG question, such as “How does intercultural contact impact the worldviews of societies?” is like an umbrella. In order to tackle it, you need to consider many related questions. But to stay focused, you need to keep the big question in mind at all times.

The answers to good inquiry questions require thought. Questions that begin with *Who*, *What*, and *When* are easy to answer because all you have to do is find the information. Questions that begin with *How* and

Why, on the other hand, are more difficult because you have to draw conclusions from the information.

Some researchers use the *Who Cares? Test* to determine the quality of their inquiry questions. They think about the people who will care about their research and ask themselves, “Am I going to be telling them something they don’t already know?”

Some researchers explore their inquiry questions from various perspectives, thinking about the questions that other people would ask. They ask themselves questions such as, “What questions would a professional, such as a doctor, ask about this topic?” and “What questions would someone from a different culture or age group ask about this topic?”

The following question formats are examples of good inquiry questions:

How is _____ related to _____?

Why is _____ important?

What are some good ways to solve the problem of _____?

What might happen if _____?

How has _____ changed since _____?

How does _____ compare to _____?

Select a topic and brainstorm several good inquiry questions. Select one of the questions as the focus question and write three to four related questions. Discuss your questions with a friend, adding others that he or she suggests.

How to Carry Out an Inquiry

Whether an inquiry is short and simple, or long and involved, you will carry out several types of activities. You will think about what you know and what you want to know. You will search for information and organize it into meaningful conclusions. You will ask additional questions as you learn more about your topic. You will create a summary of what you have discovered and share it with others. You will look back at what you have done and think about what you will do differently during your next inquiry.

An inquiry model is one way to think about the steps in an inquiry project. A picture of the steps makes it easier to understand and remember. There is no single model of inquiry. The one on this page is popular, but you may see other inquiry models in other classes and situations.

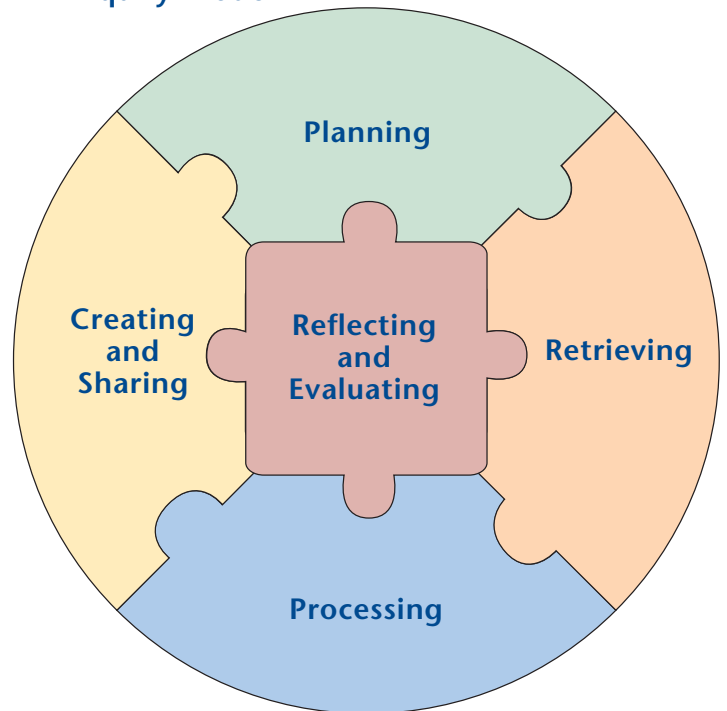
Inquiry Model

This inquiry model shows the steps as pieces of a puzzle arranged in a circle, with one step in the middle connecting to all of the others. The shapes selected for the model are important. They depict the following important ideas:

- **The model is circular. Inquiry does not happen in a straight line of events.** You move forward and back through the steps because you have more questions and more ideas as you get more information. By the end of the inquiry, you have likely discovered that there are other key questions to be explored. This may lead to another inquiry project.

- **Each phase is shaped like a puzzle piece.** Inquiry is like a puzzle because it is not complete unless all of the phases have been done. Together, the phases connect to make a single whole inquiry project.
- **The centre piece is connected to all of the others.** During each phase, it is important to reflect on the process. You should think about what you have done, what more there is to do, and how successful you have been so far. You should realize that you will have different feelings about the project at different times. You should review and change your plans, as needed.

An Inquiry Model



Planning

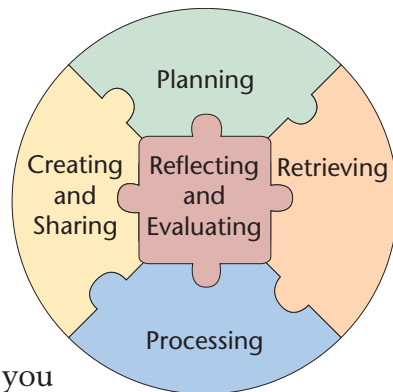
During the Planning phase, you select a topic for inquiry and develop a Research Plan. You may not have a focus question yet, but you can begin to gather information about the topic. You should think ahead to the end of the project when you will share what you have learned with others. Who will be in the audience? What presentation format will you use? How will you determine if your project was successful?

Retrieving

During the Retrieving phase, you locate and collect resources in a variety of formats, such as books, videos, artifacts, and information on the Internet. You decide what resources contain relevant information and determine whether or not the information is accurate and trustworthy. You continue to think about your topic and refine your questions.

Processing

During the Processing phase, you establish a focus for inquiry and finalize the questions that you will research. You choose pertinent information from the resources you have collected and record the information in various ways. You begin to make connections and patterns among pieces of information, and you begin to think about the answers to your questions.



Creating and Sharing

During the Creating and Sharing phase, you organize the information in various ways. You draw conclusions and state answers to your questions in your own words. You create a product or presentation that you can share with your classmates and other people.

You present your findings to your audiences and discuss what you have learned with your classmates and your teacher.

Reflecting and Evaluating

During Reflecting and Evaluating, you assess what you have created and determine how well you conducted the inquiry project. You think about what you have learned about inquiry and how you will improve during future inquiry projects. You think about your own personal inquiry model and how you can use it in situations outside of school.

Reflecting is important at each step of the Inquiry process. You should ask yourself, “How can I improve what I am doing?” and “What am I learning?” You can revise your Research Plan based upon what you have discovered and in response to the challenges that you face during your research. You may think about the feelings of excitement and frustration that you have during different steps of the Inquiry process.

Think about how you can use the inquiry process outside of school. Discuss your ideas with your classmates.

How to Write a Research Plan

Planning is the most important step in the Inquiry process. Write a Research Plan that includes these parts:

1. **Topic** — State the topic as a focus question. Include several related questions that you intend to answer. It's okay to revise the focus question and related questions as you learn more about the topic.
2. **Sources of Information** — List the sources of information that you plan to use. Begin with the textbook and general works, such as dictionaries, encyclopedias, atlases, and almanacs. Then, use other resources in the library. Finally, search the Internet for information.
3. **Product** — Describe what you will create to share your inquiry project with others. Think about the best way to communicate with the audience. You may create a product, such as a poster or timeline, or you may make a presentation, such as a computer slideshow or speech.
4. **Evaluation** — List two or three ways that you will know if the product or presentation is of high quality. List two or three ways that you will know if you were successful in carrying out your Research Plan.

Sample Planning Checklist

My inquiry plan has

- authentic research questions
- a variety of possible resources
- a proposed audience and product
- assessment criteria
- a proposed timeline

Create a checklist to determine if your Research Plan is complete and well written. Think about this checklist as if you were planning for a trip and you wanted to make sure that you had done everything necessary to prepare for it. What would be on the checklist? Discuss your checklist with classmates.

Sample Progress Report

What did I learn?

How well did I achieve my goals for today?

What changes did I have to make to meet my goals?

Do I have to revise my schedule?
Why?

How to Find Information

Thinking about Sources of Information

You may be able to find lots of information on a topic, but can you trust it? Nowadays, almost anyone and any organization can publish a book or set up a website on the Internet. It is important to be a “critical consumer” of information.

How to Find Information in the Library

Libraries contain both print and non-print resources: books, encyclopedias, atlases, dictionaries, photographs, videotapes, audiotapes, and Internet access. Each item is given a number so that it can be stored in an organized way and located easily. These numbers are called Dewey decimal numbers after John Dewey, who invented the system.

To locate a resource in the library, patrons use a computer system with an online library catalogue. They can search for items by title, author, subject and keywords. Keywords are words that describe important ideas in the resource.

Tips for searching an online library catalogue:

- Start a subject or keyword search with no more than one to three words.
- Use all forms of a word. For example, use both *dog* and *dogs*.
- Use synonyms. For example, use both *cars* and *automobiles*.
- Try both large and small subjects. For example, use both *poems* and *Haiku*.
- Use what you know about the topic. For example, if you are looking for resources about Emily Carr, try *Art*, *Painters*, *Canadian*, *British Columbia artists*, and so on.

Try these tips for finding information in the library:

- ✓ Browse the shelves near a book on the topic. You will find similar books in the same place.
- ✓ Preview a book by skimming the table of contents at the front and the index at the back to see if it contains the kind of information that you want.
- ✓ Jot down keywords that you find as you skim through resources. Then, return to the online library catalogue to conduct another search.

Find several resources in the school library on a topic that interests you. Think about which search strategies were most effective in finding good information.

How to Find Information on the Internet

The Internet provides access to websites hosted by individuals, organizations, governments, universities, and special interest groups. It includes information, opinions, games, and misinformation. All libraries have Internet stations for patrons to use. In schools, the Internet is often filtered to prevent students from accessing inappropriate websites. In public libraries, the Internet is not filtered.

There are two ways to find information on the Internet.

1. Type the URL (address) of the website, if you know it. Your teacher may provide a list of URLs of suitable websites.
2. Use a search engine to locate websites. Special websites, such as Google and Yahoo!, make it possible for Internet users to get a list of relevant websites by providing the search engine with keywords. Some search engines return only the addresses of websites that are suitable for young students.

Tips for conducting a search on the Internet:

- ✓ Pick one search engine and learn how to use the keyword search well.
- ✓ Some search strategies on the Internet are the opposite of those for online library catalogues. For example, on the Internet it is best to avoid plurals and word-endings. Use *dog* but not *dogs*. Use *dance* but not *dancing* or *dancers*.
- ✓ When you find a website that has useful information, bookmark the address in your web browser. To do this in Microsoft Internet Explorer, pull down the Favorites menu and select **Add to Favorites**.
- ✓ If you stumble across a website that has offensive or inappropriate information or pictures, tell your teacher or your parents immediately.

Create an Internet Treasure Hunt for other students by posing some factual questions that can be answered by going to certain websites. Provide clues such as keywords that can be used in a search engine.

How to Find Information in Newspapers

Newspapers come in all sizes from small local weekly newspapers in small towns and communities, to large daily newspapers for a city, regional, or national audience. Many newspapers also have an Internet version that contains additional information, perhaps in the form of video clips. Libraries usually have several different newspapers for patrons to read.

Tips for finding information in newspapers:

- Newspapers are divided into sections, such as world news, national news, local news, sports, entertainment, and classified advertisements.
- The title of a story in the newspaper is called a headline. Readers can skim the headlines quickly to find stories of interest.
- Most newspaper stories contain key information in the first paragraph or two. Good writers tell readers the what, when, and where of the story as soon as possible.

- Newspapers include opinion articles as well as factual news stories. Opinions are usually expressed in editorials, stories by columnists and letters to the editor.
- Newspapers on the Internet usually include a search feature that will locate stories in the current edition and in archived or past editions.

Select a story about your community that is currently in the news. Find three to four different newspaper articles about the story from at least two different newspapers.

Sources of Information

Artifacts
Atlases
Books
Encyclopedia
Internet
Interviews
Museum displays
News on television and radio
Newspapers
Periodicals, magazines
Photographs
Videos

How to Know if Information Is Valid

Should you believe everything in the newspaper? Can you trust anything on the Internet? Information is created by people and all people have particular beliefs and opinions. A critical consumer of information knows how to judge if information is accurate and objective.

Tips for judging the validity of information:

- Ask yourself, “Who produced this information?” The source is more likely to be trusted if it is from a government, a university or a newspaper. If the source is one person or a special interest group, you should be cautious.
- Ask yourself, “Why was this information produced?” The information may be biased if it was created to promote a product or service, or if it was created to influence how people think about a certain idea or value.

Find an example of “balanced reporting” in a news story.

- Ask yourself, “Is this information fact or opinion?”
- Look for evidence of balanced reporting in newspapers and on television. A reporter is trained to write about the facts and to give all sides of the story. The reporter should show different perspectives and should not draw conclusions based solely upon his own thoughts and feelings.
- Watch for writers who express personal thoughts and feelings in addition to the facts. Their viewpoints may be biased.

Organizing Information

How to Select Key Information

To organize information, you first need to decide what to keep and what to throw out. This is especially important in an inquiry, because it's easy to gather a lot of information. You want the key information — the information related to what you want to find out.

To select key information:

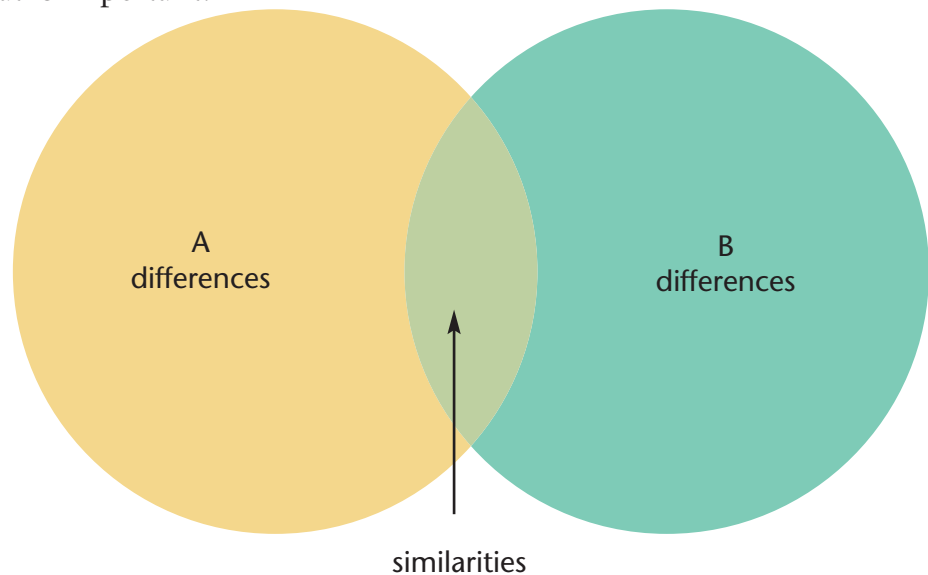
- **At first, don't write anything down** — Browse through the information, skimming the chapter headings and reading the first sentence of each paragraph. If you are using the Internet, skim the page headings. This will help you to recognize the big ideas about the topic.
- **Tell a friend what you have found** — By explaining it to someone else, you will need to think about what is important.

- **Don't copy text word-for-word** — Instead, make “jot notes” that are very brief. If you have a photocopy of the information, highlight or underline key ideas.
- **Keep your inquiry questions handy** — Connect each note that you take to the question that it supports. Ignore the information that doesn't address the inquiry question.
- **After taking these steps, if you find you have too much information, consider narrowing the topic** — If you don't have enough information, consider making the topic broader.

How to Use Graphic Organizers

Venn Diagrams

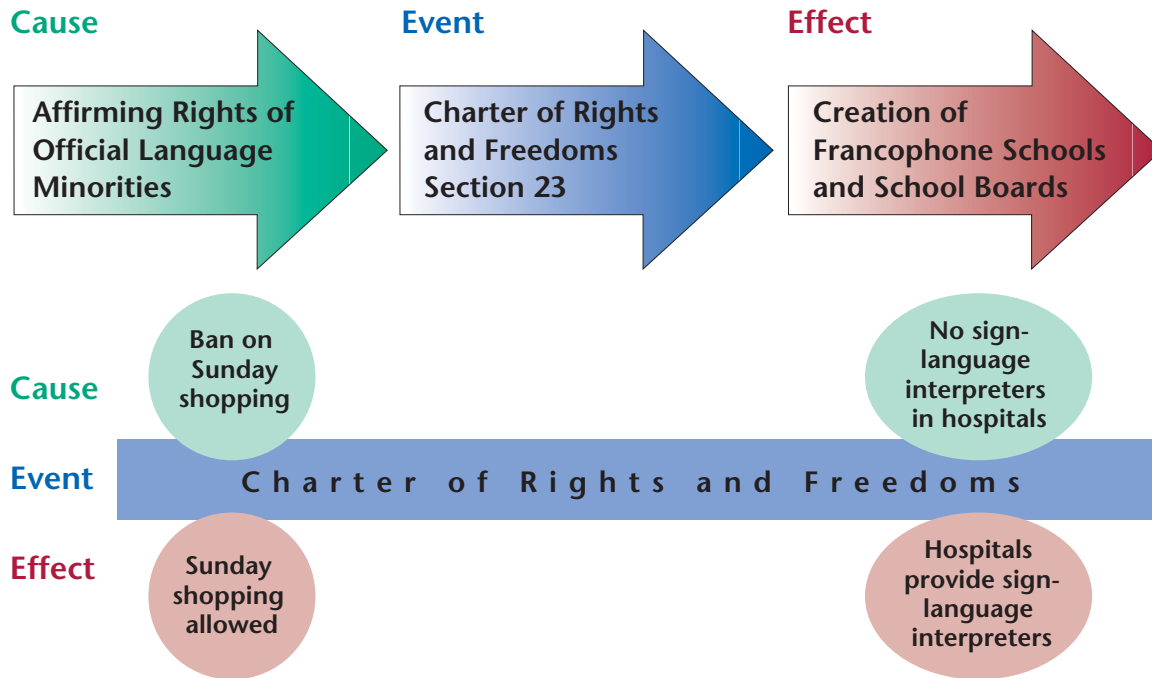
Use Venn diagrams when you need to retrieve and compare information on two or three topics.



Cause-and-Effect Diagrams

The things that make an event or situation happen are called “causes.” The things that result from an event or situation are called “effects.”

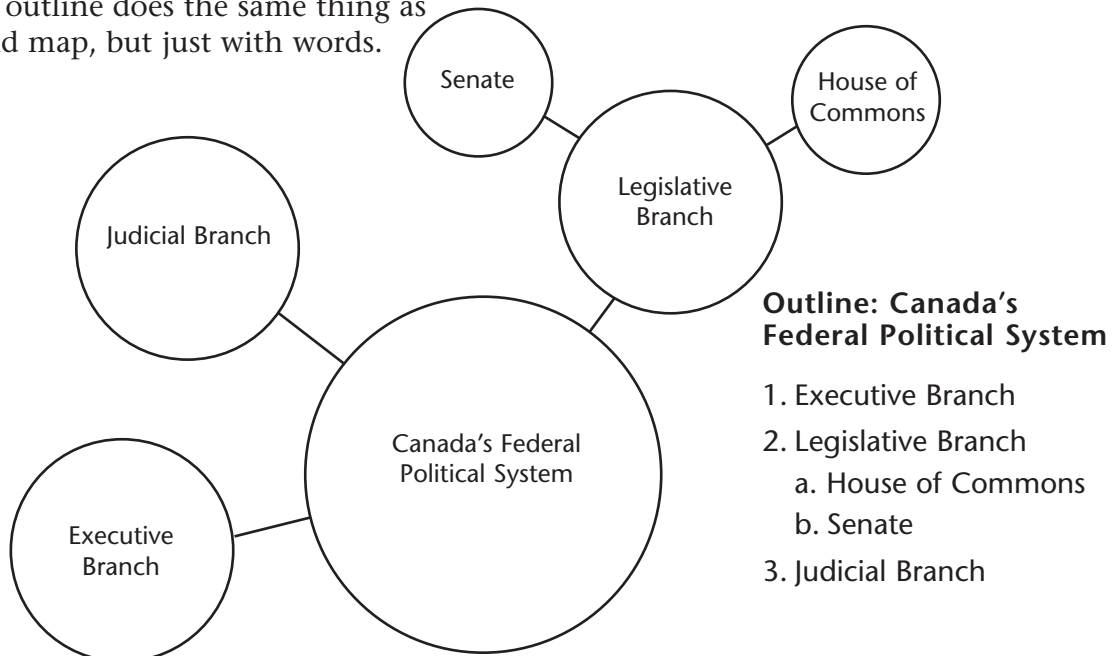
There are often many causes and many effects related to an event or situation. Diagrams can help you figure them out.



Mind Maps and Outlines

A mind map is a way of showing main ideas and supporting details in the form of a picture. A mind map is also called a web.

An outline does the same thing as a mind map, but just with words.



T-Chart

Mixed Economy	Market Economy
More government control.	Less government control.
Less consumer influence.	More consumer influence.

KWL Chart

What I Know	What I Want to Know	What I Learned
Canada has one of the world's highest rates of immigration.	What factors influence immigration laws and policies?	Economic factors Health factors Security factors Political factors

PMI Chart

Plus	Minus	Interesting
More Canadian films get made.	Canadians pay more taxes.	Some people say supporting Canadian films is important to Canadian identity.

Spreadsheet

Perspective: First Nations

Date	Source	Main Idea	Affirms First Nations?
1876	Mistahwahsis, Treaty 6 negotiations	- Treaty is permanent - securing the future	Yes

T-Charts

Use these when you have two kinds of information to retrieve and compare.

KWL Charts

These can help you generate questions and answers, starting with things you already know. Try this to start an inquiry and retrieve keywords or ideas.

PMI Charts

These charts help you get a picture of problems you need to solve. To use these charts, you need to state a problem as a yes-or-no question.

Problem: Some people believe government should support Canadian filmmakers, some do not.

Yes-no question: Should government support Canadian filmmakers?

Spreadsheets

These help you retrieve and compare several types of information for two or more topics.

TIP

Are you feeling anxious or frustrated? Confused, disorganized or tired? Perhaps you are experiencing information overload. It is common to feel swamped with ideas and information as you find more and more facts and opinions about a topic. You will feel better when you organize the information.

How to Use Computer Technology to Organize Information

Computers can help people to organize information. Try some of these tools, if you have access to them.

- Create an outline using a word processor. As you find new information, you can insert it wherever you want and the outline will move and renumber the facts that you have already recorded.
- Create an outline using PowerPoint™ or some other slideshow application. Notice that the slides are being created at the same time. You can do this the other way, too. Create a slideshow of information and notice that the outline is being created at the same time.
- Create a chart using a spreadsheet. You can insert new rows of information wherever you need them to be. You can easily sort the information based upon the information in one of the columns.

- Create a mind map using Inspiration™ or some other graphic organizer. Notice that the mind map can be displayed as an outline instead. In fact, you can toggle back and forth between the mind map and the outline.

Conducting Online Searches

The Boolean operators **AND**, **OR**, and **NOT** can help you combine concepts, as well as help you expand or narrow your online search.

AND

Joining search terms with AND looks for results that must include all of your keywords: government **AND** Canada.

OR

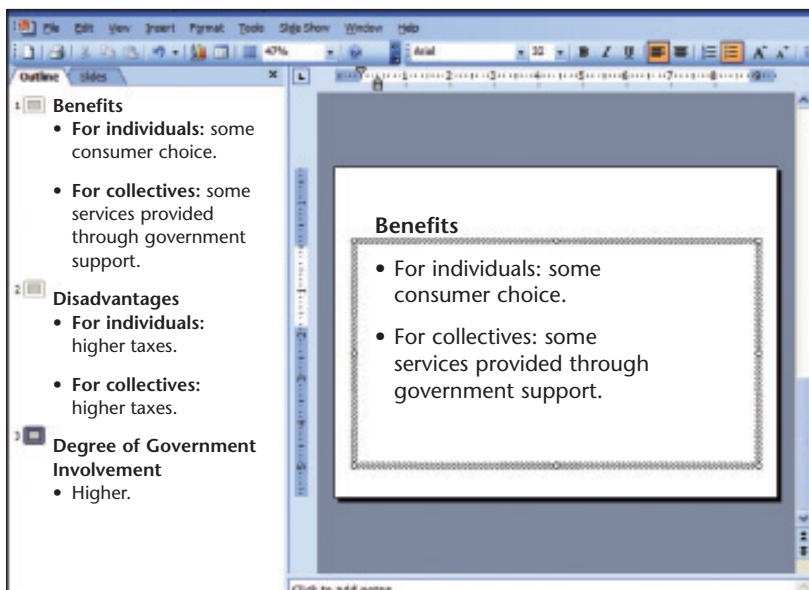
Joining search terms with OR broadens your search and can be used with synonyms: individual rights **OR** Charter rights.

NOT

Joining search terms with NOT excludes keywords from your search: economics **NOT** centrally planned.

()

Brackets () will treat all words as a phrase and will narrow down your search: (**West Edmonton Mall**) will only find links that have all of these words in it.



Microsoft® PowerPoint®

How to Conduct a Survey

Have you ever been asked your opinion on a survey? If you have, you already know that a survey is a list of questions — usually about a specific issue. Surveys can be very useful because they help you collect data, or information, from a variety of people.

To understand an issue, like whether the youth justice system is fair, you need to understand the opinions and perspectives of others. A survey can help you collect this information.

Here's how to go about it.

What's the focus of the survey?

Youth justice is a big topic, so you need a focus. For example, you could focus on the YCJA. You could describe some of its principles and ask for people's reactions.

Who will you survey?

You could survey:

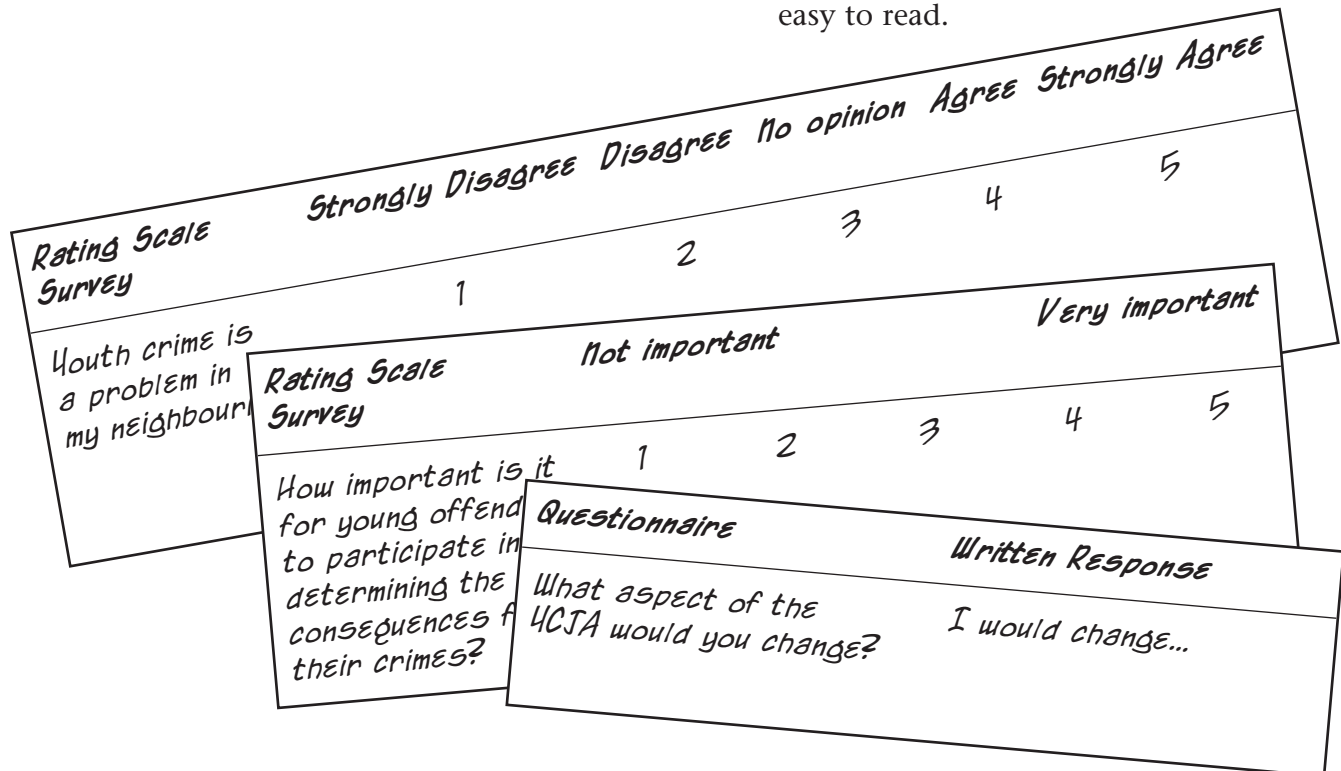
- Young people and their parents, to compare their points of view.
- A variety of people in your neighbourhood to understand how the issue affects where you live.
- People from a particular group, to understand how the issue affects them.

What type of survey will you create?

You can choose from different types of surveys. Select the one that you think will generate the best information from the people being surveyed.

What questions will you ask?

The questions you ask should link to the focus of your survey. Your questions should be short, simple and easy to read.



How will you distribute your survey?

Think about the best way to contact the people you want to survey. You could:

- Mail, email or post an online survey.
- Interview people in person or over the phone.

How will you evaluate the results?

After you collect the finished surveys, you need to figure out the results. The way you do that depends on the kind of survey you gave. If you used a rating scale, add up your answers. If you used a questionnaire, summarize all the answers in an organized fashion.

How will you report your results?

The final stage of conducting a survey is writing up your results in the form of a report. Who could you share your results with — your classmates, your teacher, your community?

Conducting Interviews

Conducting an interview is an effective way to find out more information to help you make an informed response to an issue.

Before the Interview

- Identify who will be interviewed.
- Contact the individual by telephone or in person. Introduce yourself, explaining who you are and that you would like to conduct an interview. If the person agrees, arrange a date, time, and location for the interview.
- Develop at least five to ten questions that you would like to ask the person.
- Organize the materials you will need such as a pencil, paper, or recording equipment before conducting the interview. If you plan to use a tape recorder, ask permission first.

During the Interview

- Ask your questions clearly. Listen closely to the answers.
- Write or record all the answers to your questions.
- Thank the person for sharing the information.

After the Interview

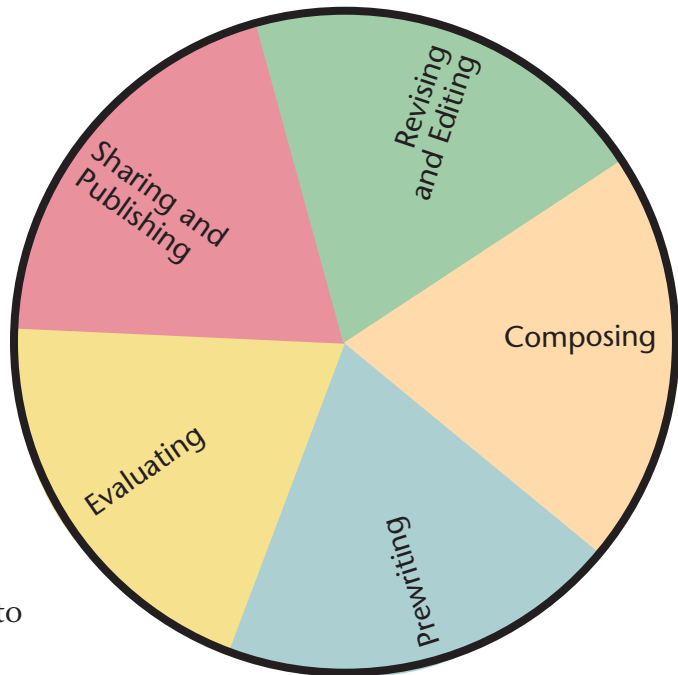
- Review and summarize your findings in a chart or report.
- Choose a presentation format to share your findings.
- Send a note of thanks to the person you interviewed.

COMMUNICATION

Written Literacy

Tips for Writing Persuasive Paragraphs, Reports and Essays

A lot of thought and planning is required before, during and after writing in order to produce a persuasive piece of writing. There are six main steps in the writing process: prewriting, composing, evaluating, revising and editing, and sharing and publishing. Usually, you can follow the steps in order, but you can also go back to an earlier step to change or reorganize your ideas. It may take several drafts, revising and editing, to produce a piece of writing that persuasively communicates your ideas. Consider the following steps when writing your paragraphs and essays:



Prewriting

- Brainstorm ideas for the topic or issue.
- Consider the goal, role and audience for writing.
- Create an outline with introduction, body and conclusion of your ideas.
- Conduct research to support your ideas.

Composing

- Write a first draft integrating your ideas and research.

Evaluating

- Review your draft, examining strengths, weaknesses, and clarity of your ideas.
- Have a peer or teacher review your draft to give constructive feedback on your ideas.

Revising and Editing

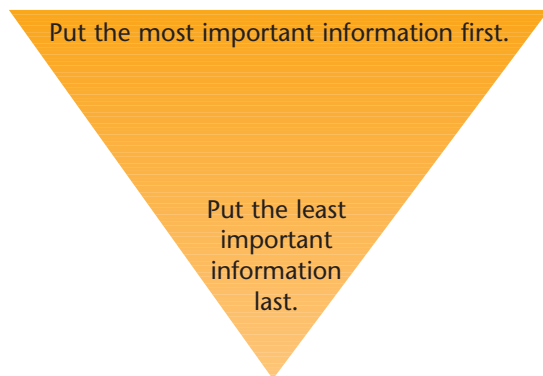
- Make required changes to your writing to make it more clear and persuasive.
- Find and correct spelling, punctuation and grammatical errors.

Sharing and Publishing

- Create a final draft that you will communicate to others.
- Neatly rewrite or type your final draft.
- Create a title page that includes your name, a title for the writing and a date.
- Insert any pictures or graphics that will illustrate your research and ideas.
- Include a bibliography or references where appropriate.

Tips for Writing News Articles

Journalists use many ways to organize a news story explaining current events going on in the community. The most common organizer is an inverted pyramid. Use an inverted pyramid to write about current events going on in your school and community.



Tips for Writing Emails

Writing an email can be an effective way to find out information to help you learn more about an issue. People with email addresses can write each other using the computer. Many organizations also have email addresses. The public is often invited to send their comments and questions via email. Here are some helpful tips:

- Be careful to type the address correctly.
- Use greetings, polite language, and a closing, just as you would in a letter.
- Don't assume that email communication is secure. Never put anything in an email that you would not put on the back of a postcard.

- Never send chain letters; they are forbidden on the Internet.
- Allow time for mail to be received, and replied to, keeping in mind people's busy schedules.
- If you want your email to be read, do not make it too long. Over 100 lines is considered too long.
- Use mixed case, as upper case looks like you are shouting.
- Include a subject header that reflects the content of the message.
- Always check with your teacher when thinking of sending an email to someone you don't know.



Oral Literacy

Tips for Debates

Debating is a way to ensure that all sides of an issue are presented. Debating can happen between individuals or teams of two to three students. Each side researches and develops an informed position on an issue and persuasively argues their position with the other team. Consider these tips when debating:

- What is the issue being debated?
- What do you know about the issue? Where can you get more information about the issue?
- Find evidence that supports your position (e.g., graphs, charts, statistics, quotes, facts).
- Organize your argument in a logical sequence, presenting your position followed by your evidence and a strong conclusion.
- Consider how other people will argue the other side of the issue. Think of ways that you will respond using the evidence you have gathered.
- Get ready to debate. Always wait your turn and don't interrupt. Be polite and respect other views and perspectives on the issue.
- Each side will have three minutes to present their position. Next, each team will be given three minutes to rebut (respond to) what the other team said in the first round.
- After, the class can discuss the merits of the debate and share their views on which arguments were most persuasive.

Tips for Roundtable Discussions

You will have many opportunities this year to discuss issues that affect you and others. Consider these tips to help you lead successful roundtable discussions:

Discussion Skills

- To indicate that you want to speak, raise your hand or lean forward to show that you have something to say.
- Ask questions for clarification on statements you don't understand.
- Share your discussion points equally with others so you don't dominate the discussion. Keep your turn.
- Stay on topic and try not to interrupt.
- Be positive towards others and respect their point of view.

Making Reasonable Comments

- What statement and speaker are you evaluating or responding to?
- Formulate a statement that you know about the topic.
- What information do you have that supports your statement?
- What conclusion are you considering to share with the group?
- Is your reasoning valid based on the information you have? If not, you may need to research more information and revise your reasoning.

Listening Skills

- Maintain eye contact with the speaker.
- Show that you are actively listening by nodding, leaning forward or smiling at the speaker.
- Focus and try to understand what the speaker is saying. Try to remain open-minded and objective.
- Think about some questions that you would like to ask the speaker.

Visual and Media Literacy

Creating Political Cartoons

Political (editorial) cartoons present a message, perspective or point of view concerning people, events, or situations. When creating your own political cartoon consider these points:

- Cartoons should use wit and humour through exaggeration of people or events, but not just for comic effect.
- They should have a foundation in truth and be based on facts.
- Cartoons can be hand-drawn or electronically designed.
- People are designed as caricatures where human features are exaggerated. People can also be depicted as animals.
- Include symbols to help illustrate your theme. For example, Uncle Sam = USA.
- Colour, shading and size of objects can be used to emphasize a particular point.
- Include speech balloons, labels or captions to help communicate your ideas.

Creating a Collage

Collages are visuals that include pictures and words to convey a topic, message or issue. They can be an effective way to communicate your ideas. Use these steps to help you design a collage:

- Identify your topic, message or issue.
- Plan the design and layout of your collage. Include ideas for a title, subtitles and how the images and words can be arranged for maximum effect.
- Collect pictures, graphics and text from newspapers, magazines or the Internet. Consider drawing your own images electronically or by hand.
- Choose symbols, size of objects and colours to help convey feelings, relationships between information and importance of ideas.
- Arrange all your objects and paste them in place. Consider what objects would be effective overlapping or isolated.

Creating Electronic Bulletin Boards

An electronic bulletin board is like an online journal, diary, forum, or a log. Anyone can create a discussion board on the Internet and regulate what goes up there. It is a great way to share ideas, views and perspectives on issues with others. Electronic bulletin boards are easy to create. Look on the Internet for step-by-step guides on where and how to set one up.

Using Digital and Video Images

Using a digital camera or a digital video camera can help you to represent and share information about issues that you are inquiring about. For example, you can create and record interviews, newscasts, digital stories, or role-plays that show views and perspectives of different people on the issues that are important to them. Use these tips to help you:

- Practise what you are planning to do with your subject(s) and equipment.
- Test your lighting and background by doing a sample filming.
- Plan to do several “takes.”
- Keep your camera steady. Use a tripod, if possible.

Glossary

- accord:** a formal agreement
- accountable:** answerable to someone for your actions; observable, transparent
- affirm:** to validate and express commitment to something
- Anglophone:** a person whose first language is English
- annuity:** an annual payment
- assimilate:** become part of a different cultural group
- assimilation:** the process of becoming part of a different cultural group (not your own)
- autonomy:** authority to make decisions
- bias:** an opinion based on unchallenged assumptions
- biodiversity:** the number and variety of plant and animal species on Earth, including genetic variation within individual species
- black market:** another term for underground economy
- boycott:** a decision by consumers to stop buying a product or service as a way to bring about change
- civil servants:** the people who serve Canadians as employees of the government
- climate change:** a rise in the average temperature of Earth, primarily caused by emissions from burning fossil fuels, such as coal, oil and natural gas
- collective bargaining:** negotiating as a group. Collective bargaining is the key right established by unions for workers.
- collective identity:** the shared identity of a group of people, especially because of a common language and culture
- collective rights:** rights guaranteed to specific groups in Canadian society for historical and constitutional reasons. These groups are: Aboriginal peoples, including First Nations, Métis and Inuit; and Francophones and Anglophones
- colonialism:** the process of establishing colonies, in which a region is claimed and governed by a country from another part of the world
- community service:** help in the community performed as part of a sentence, such as assisting with a community clean-up or food bank
- competition:** in economics, rivalry among producers to sell products to consumers
- constituent:** someone who lives in a riding and is represented by an elected official from that riding
- constitution:** a special set of laws that establish a framework of governance
- consumerism:** an economic theory that links prosperity to consumer demand for goods and services, and that makes consumer behaviour central to economic decision making
- consumers:** those who use products and services
- criminal record:** a permanent record of breaking the law, which is public information. A criminal record can bar you from some jobs, volunteer positions and travel to other countries.
- criteria:** standards for evaluating something
- demand:** the wants and needs of consumers for products and services
- demographic:** to do with the characteristics of populations
- economic system:** how a society organizes the production, distribution and consumption of goods and services

economics: the study of the production, distribution and consumption of goods and services

economy: the resources and processes involved in the production, distribution and consumption of goods and services

entrenching: fixing firmly within

ethnocentrism: the belief that one's culture is superior to all other cultures

executive branch: the part of government responsible for putting laws into action

fair and equitable: governed by rules that apply to everyone, taking into account individual needs and circumstances

First Nations: the umbrella name for the diverse Aboriginal peoples who have collective rights that are recognized and protected in Canada's constitution. The constitution refers to First Nations as "Indians," in keeping with the name used at the time of negotiating Treaties.

Francophone: a person whose first language is French

GDP per capita: a measure of how well-off the people of a country are

Goods and Services Tax (GST): a federal sales tax in Canada

govern: to make decisions as a government and put decisions into action

governance: the process of governing

government: the body with the power to make decisions for a society

health insurance: an agreement by a company to pay for your health services, in exchange for a fee that you pay each month or each year

immigration: the process of people establishing homes, and often citizenship, in a country that is not their native country

income tax: tax based on a percentage of a person's income

Indian Act: federal legislation related to the rights and status of First Nations peoples ("status Indians"), first passed in 1876 and amended several times

Indian: Europeans used the word *Indian* to describe the First Nations of North America, although these peoples were diverse and had names for themselves. Many First Nations prefer not to use the word *Indian* to describe themselves.

inherent rights: rights with origins in fundamental justice

issue: a topic that connects to citizenship, identity and quality of life, and on which well-informed people have different views and perspectives

judicial branch: the part of government that interprets and applies the law by making legal judgments

justice system: the institutions and procedures for applying laws in a society

justice: applying laws

labour force growth: the growth of the "labour force," or the number of people who can work

labour union: an organization of workers that acts to protect workers' rights and interests

legislation: laws created through the legislative process

legislative branch: the part of government that makes laws

lever: in the context of society, a means of accomplishing something; a way to apply pressure

- median:** a concept in statistics that means the middle number in a set of data organized in order of least to most
- minorities:** groups in society who do not form the majority of the population
- official language community:** one of the groups in Canadian society whose members speak an official language of Canada — French or English — as their first language
- opinion:** personal reaction to an issue
- patriate:** to bring to a country something that belongs to the country
- perspective:** values and ideas shared by people with a common language, culture and history
- point of view:** opinions and preferences of an individual based on personal experiences
- political system:** the structure of government
- popular vote:** the total votes cast in an election, as different from the total seats won in an election
- private health care:** health care paid for by individuals
- privately owned:** in economics, the part of the economy owned and controlled by businesses and individuals
- producers:** those who create products and services
- profit:** money made from a product or service above and beyond the cost of providing the product or service
- public good:** what's best for society as a whole
- public health care:** health care paid for by taxes
- publicly funded:** paid for by taxes and provided by government
- publicly owned:** in economics, the part of the economy owned and controlled by government and paid for by taxes
- quality of life:** a measure of personal and collective well-being
- refugee:** a person who seeks refuge in another country because of danger or persecution in their home country
- rehabilitate:** to instill positive behaviours and attitudes
- reintegrate:** to make part of again
- reserve:** land for the exclusive use of First Nations
- rights:** what individuals and groups are allowed to do in society, as established in law
- sales tax:** tax paid at the time of buying a product or service, and based on a percentage of the price of the product or service
- scarcity:** in economics, the idea that land (materials), labour and capital (money) limit the supply of what people want and need
- scrip:** in Métis history, a document that could be exchanged for land and that was offered the Métis at the time the Numbered Treaties were negotiated
- sentence:** a consequence for a crime, such as imprisonment, determined by a court of law
- shift left:** a shift on the economic continuum towards more government involvement in the economy. A shift left is usually described as taking a more liberal position.

shift right: a shift on the economic continuum towards less government involvement in the economy. A shift right is usually described as taking a more conservative position.

slogan: a phrase repeatedly used by politicians or marketers to present an idea

social program: services provided by government to reduce economic inequalities and promote the well-being of citizens

society: a social system where a group of people share a common geographic region, sense of common identity and culture, and who participate in shared political and economic institutions for a communal purpose or interest

sovereignty: independence as a people, with a right to self-government

strike: a cessation of work by workers. Strikes pressure employers to respond to issues that concern workers.

supply: the products and services created by producers

tax base: all the economic activity in a society, which government taxes to pay for services

tax evasion: misrepresenting what you earn to avoid paying taxes

taxation model: government policies about taxation, such as what to tax (e.g., incomes, purchases), how much to tax, and how to spend taxes

unbiased: without preconceived ideas

underground economy: economic activity based on buying and selling products and services illegally

unemployment rate: the percentage of the workforce that does not have jobs

validity: reliability, based on a critical assessment of source, facts and bias

Index

- Aboriginal peoples. *See also* First Nations; Inuit; Métis
 circles, 85
 collective rights of, 118, 122, 123–140
 culture, 84, 85
 Day of Action, 135
 films, 224
 identity, 84
 justice system and, 72, 83–85
 and land, 304
 language, 84
 and woodland caribou, 332
 in workforce, 183
- Aboriginal Peoples Television Network (APTN), 48
- Accountability, 39
- Adult offenders, 64, 69
- Advertising, 89, 109, 254, 255.
See also Marketing
- Affirming, of collective rights, 118–122
- Air Canada, 207
- Alberta
 government spending, 282
 immigrants in, 189–190
 labour shortages in, 190
 Métis hunting and fishing rights in, 158
 Métis settlements in, 155, 157
- Anderson, Gabriel and Clemence, 127
- Anglophones
 BNA Act and, 146
 collective rights, 122
 defined, 141
 education for, 144
- Anti-Terrorism Act, 108
- Assembly of First Nations, Resolution no. 49, 184
- Assimilation, 44, 137
- Association de la presse francophone, 48
- L'Association des Métis de l'Alberta et des Territoires du Nord-Ouest, 155
- Auditor general, 39
- Auger, Rita, 84, 85
- Auto industry. *See under* Cars
- Baird, John, 38
- Bar graphs, 348
- Batoche, 154
- Battle of the Little Big Horn, 126
- Bias
 defined, 49
 unbiased, defined, 9
- Bilingualism, official.
See Official bilingualism
- Bills, 26, 31, 45
- Biodiversity, 298, 329–335
- Biofuels, 317, 318
- Biollo, Jacqueline, 83
- Black market, 283
- Blackfoot Confederacy, 118, 130
- Boycotts, 262–263
- Brainstorming, 350
- Brand names, 244, 245
- British North America (BNA) Act, 44, 145, 146
- Brown, Bert, 32
- Buffalo, 126
- Bush, George W., 276, 315
- Cabinet, 23–25, 35
- Cabinet ministers, 24, 25
- Calahasen, Pearl, 158
- Calgary Bridge Foundation, 174
- Canada Council for the Arts, 219
- Canada Health Act, 274
- Canada-Québec Accord, 191
- Canadian Association of Petroleum Producers (CAPP), 52
- Canadian Museum of Civilization, 195
- Capital, as factor of production, 203
- Cardinal, Harold, 133
- Cardinal, Seth, 9
- Cars
 GHG emissions, 319
 industry, 239, 305
- Cartier, George-Étienne, 146
- Cartoons, political, 74, 108, 256, 326, 373
- Cause-and-effect diagrams, 365
- CBC/Radio Canada, 48, 207
- Ceremonies, 6
- Champlain, Samuel de, 145
- Charter of Rights and Freedoms, 35
 and advertising to children, 109
 and Anti-Terrorism Act, 108
 and collective bargaining, 235
 constitution and, 96
 entrenchment of rights in, 149
 on equality and difference, 151
 and Francophone education, 146–147
 and Francophone identity in Québec, 150
 history of, 92
 individual rights under, 88–98
 and legislation, 105–111
 and official languages, 145
 and refugees, 181
 and workplace, 112–115
- Charte de la langue française* (Charter of the French Language), 150
- Charts, 348, 366
- Chrétien, Jean, 96, 133, 156
- Circles, Aboriginal, 85
- Citizenship, 89, 125, 162, 166, 303, 331
- Civil service, 39
- Clean Air Act, 317
- Clement, Tony, 295
- Climate change
 decision making and, 307–308
 defined, 298, 308
 international negotiations on, 315
 Kyoto Protocol and, 316
 oil sands and, 323–325
 regions and, 307, 308, 310
 U.S. and, 314–315
- Coderre, Denis, 151
- Collages, 373
- Collective bargaining, 231, 235
- Collective identities, 2, 163
- Collective rights
 of Aboriginal peoples, 118, 122, 123–140
 affirming, 118–122
 of Anglophones, 122
- Confederation and, 206
 defined, 118
 of First Nations, 123–140, 183–184
 of Francophones, 122, 141
 individual rights vs., 122
 laws upholding, 118
 legislation relating to, 122
 Métis, 152–160
- Colonialism, 72

- Communication
 - oral, 372
 - visual and media, 373–374
 - written, 370–371
- Community service, 62, 63, 64
- Competition, 212–213, 214
- Competition Act, 215, 254
- Conclusions, drawing, 340–341
- Confederation, 145, 146, 147, 206
- Conflict resolution, 352
- Conformity, 244
- Consensus
 - Aboriginal peoples and, 350
 - group, 279–280
- Constituents, 29
- Constitution, 22, 96, 134, 152, 156
- Consumer behaviour, 238, 239, 243
 - in cartoons, 256
 - environment and, 299, 304
 - and oil sands development, 326
 - and quality of life, 242–256
- Consumer choices, 209, 243
 - and environment, 252–253
 - health and safety and, 248–249
 - and identity, 244–245
 - income and, 258–260
 - and jobs, 250–251
 - marketing and, 254–255
- Consumer spending
 - and economic growth, 251
 - and economies, 257
 - and jobs, 250–251
 - regional differences in, 261
- Consumerism, 252, 261
- cartoons about, 256
 - and economy, 238, 257–263
 - and empowerment of groups, 262
 - prosperity and, 261
- Consumers
 - decision making by, 238, 254
 - and demand, 210–211
 - influences on, 238
- Coon Come, Matthew, 138
- Corn, 317
- Courts, 22, 67
- Creative possibilities, 341
- Crime
 - prevention, 82
 - and quality of life, 56
 - rates of youth, 71
- Criminal Code of Canada, 64
- Criminal record, 64
- Criteria, defined, 9
- Crown corporations, 206, 207
- Daniels, Harry, 156
- Davin, Nicholas, 131
- Davis, Jack, 24
- Deafness, 105
- Debates, 372
- Decision making, 110–111, 349–351
 - climate change and, 307–308
 - by consumers, 238, 254
 - economic, 4, 226–227, 302–308
 - environmental issues and, 302–306
 - group, 225, 350
 - political, 302–308
- Defence (in criminal justice system), 79
- Demand, 202, 210–211, 226–227
- Democratic Party, 208
- Demographic changes, 168
- Departments, government, 24
- Diashowa Ltd., 263
- Dickason, Olive, 115
- Diefenbaker, John, 19
- Digital/video images, 374
- Dion, Stéphane, 27, 268, 270, 286
- Diversity, 99
- Doucette-Préville, Stéphane, 43
- Douglas, Tommy C., 291
- Duceppe, Gilles, 286
- Dumont, Gabriel, 153, 159
- École Héritage, 143
- Economic continuum, 288
- Economic growth, 251
- Economic systems, 4, 204
- Economics, 194
 - decision making in, 226–227
 - defined, 4
 - environmental issues and, 304
- Economies
 - of Canada, 206–207, 219, 223
 - consumer spending and, 257
 - consumerism and, 238, 251, 252, 257–263
 - governments and, 206
 - philosophies of, 271
 - of United States, 219, 223
- Education, 6, 7
- Elders, 6, 9, 84–85, 125, 305
- Elections, 30
 - of MPs, 27, 29–30
 - rights, 89
- Electronic bulletin boards, 373
- Elizabeth Fry Society, 81, 82
- Employment insurance program, 273
- English language, 27, 145, 146, 147
- Entrenchment of rights, 134, 149
- Environmental issues, 303
 - consumer behaviour and, 299, 304
 - consumer choices and, 252–253
 - decision making and, 302–306
 - and economics, 304
 - governance and, 304
 - governments and, 305, 306, 320
 - laws and, 302, 304
- Equality
 - and difference, 151
 - of pay for equal work, 113–114
 - rights, 98, 105, 150
- Equity
 - pay, 113–114
 - public good and cooperation, 205
 - of youth justice system, 56, 60–87
- Ethnocentrism, 137
- Evans, Iris, 189
- Executive branch, 22, 23–25, 24
- Factors of production, 203
- Fair and equitable, defined, 56
- Fairness, of youth justice system, 56, 60–87
- Father Lacombe High School, Calgary, 9
- Fathers of Confederation, 16
- Federal Accountability Act (FAA), 38, 39–41, 51
- Federal government
 - Charter of Rights and Freedoms and, 96
 - and immigration, 186
- Federation of Saskatchewan Indians, 134
- Filmmaking, 219–224
- First Nations
 - as Aboriginal people, 156
 - and BNA Act, 44
 - collective rights of, 123–140, 137, 183–184
 - defined, 123
 - and French people, 145
 - and fur trade, 145
 - immigration and, 183–184
 - and Indian Act, 100
 - participation in federal political system, 44
 - population growth, 183
 - quality of life, 6
 - thinking about time, 343

- First Nations Governance Act, 138
 Fish Creek Provincial Park, 298
 Fontaine, Phil, 184
 Food
 advertising, 109
 banks, 267
 junk, 109, 248
 Forest Stewardship Council (FSC), 331
 Forestry, 303, 332
 Forests
 boreal, 330
 and jobs, 332
 Fossil fuels, 318
 Franco-Albertans
 immigration and, 185
 “L’empreinte francophone”
 and, 119
 Francophones, 7
 BNA Act and, 146
 collective rights, 122, 141
 defined, 141
 identity, 150, 223
 immigrants, 185, 223
 in Québec, 150
 schools, 119, 141, 143, 146–147,
 148, 149, 191
 Fraser, Sheila, 39
 Freedoms
 citizenship, 89
 of expression, 88, 89, 97, 150
 fundamental, 97, 106
 from unreasonable search or
 seizure, 94–95
 French language, 7, 27, 145, 146

 Gauthier, Jean-Robert, 32
 GDP per capita, 314
 Geographic Information Systems
 (GIS), 347
 Geographic questions, 187
 Geographic thinking, 345–348
 Ghostkeeper, Elmer, 156
 Global Positioning System (GPS), 347
 Global warming, 305, 308
 Goods and Services Tax (GST), 281
 Governance
 defined, 3, 16
 and environmental issues, 304
 Fathers of Confederation and, 16
 Governing, defined, 16

 Government(s)
 and collective bargaining, 235
 and collective rights, 118
 cultural funding by, 219, 220–222
 defined, 16
 and economy, 206
 and environment, 306, 320
 Fathers of Confederation and, 16
 formation of, 28
 and GHG emissions, 317
 majority, 28
 and market economies, 214–215
 media and, 46–50
 minority, 28, 206
 protection of jobs, 227
 responsibilities in U.S., 275
 and social programs, 274
 spending by, 282
 titles for officials within, 354
 and unions, 233
 Governor General, 22, 41
 Graphic organizers, 364–366
 Graphs, 348
 Great Depression, 208
 Great Peace of Montréal, 122
 Greenhouse gases (GHGs), 307, 308,
 312–319, 323–324, 326
 Greenpeace, 262
 Gross Domestic Product (GDP), 261
 Groups
 conflicts within, 352
 consensus, 279–280
 consumerism and empowerment
 of, 262
 cooperative working within, 352
 decision making in, 225, 350
 Gun control, 10–11

 Harper, Stephen, 20, 32, 35, 268, 270,
 276, 286
 Haultain Resolution, 147
 Head-Smashed-in Buffalo Jump, 118
 Health
 of immigrants, 172
 laws, 238, 248–249
 Health care, 273
 cost of, 266
 Douglas and, 291
 private, 271
 privatization of, 277
 public, 7, 266, 271, 277
 public vs. private, 272
 as social program, 276–277
 taxes and, 266
 in U.S., 275
 Health insurance, 271

 Hershey Company, 226
 Historical context, 101, 139
 Historical thinking, 342–344
 Homelessness, 267
 Hôpital Montfort Hospital, 3, 32
 House of Commons, 22, 26, 27–30
 Chamber, 28
 debates, 26
 and laws, 31, 40–41
 representation in, 33
 Hunter, Anna, 44

 Iacobucci, Frank, 35
 Identities
 Aboriginal, 84
 collective, 2
 consumer choices and, 244–245
 Francophone, 149, 150, 223
 individual, 2
 majority, 149
 minority, 149
 Ignatieff, Michael, 295
 Immigrants and immigration
 in Alberta, 189–190
 from Asian countries, 173
 categories of, 167
 in cities and regions, 187–188
 and citizenship, 162
 and collective identities, 163
 criteria for, 166–179
 defined, 162
 economic, 167, 172
 economic benefits, 188
 family class, 167, 172
 as federal government
 responsibility, 186
 and First Nations, 183–184
 and Franco-Albertans, 185
 French-speaking, 185, 223
 and French-speaking schools, 191
 health of, 172
 from India, 173
 languages, 180
 laws, 162, 173, 186–191
 point system, 169–170, 172, 173
 policies, 179, 186–191
 and population growth, 168
 by province/territory, 190
 Provincial Nomination
 Program, 189
 and quality of life, 162
 in Québec, 191
 refugees as category of, 167
 to west, 126
 and workforce, 163, 168, 183
 Immigration Act (1976), 179, 181
 Immigration and Refugee Protection
 Act (2002), 167, 177, 179, 188

- Income
 assistance, 273, 275
 and consumer choices, 258–260
 and consumer spending, 261
 and quality of life, 194
 taxes, 281
- Indian Act, 100, 124, 130, 132,
 137–138
- Indian Association of Alberta, 132
- Indians, 123, 129, 132
- Individual identities, 2
- Individual rights
 under Charter of Rights and
 Freedoms, 88–98
 collective rights vs., 122
- Individualism, and public good, 205
- Information
 authority and validity of,
 76–77, 363
 comparing and contrasting, 340
 criteria for evaluation of, 340
 finding, 360–363
 finding main ideas in, 341
 on Internet, 293, 361
 key, 364
 in libraries, 360
 in newspapers, 362
 organizing, 364–367
 primary sources of, 136, 361
 secondary sources of, 136, 361
 sources of, 136
- Inherent rights, 152
- Inquiries, 356–369
- Intergovernmental Panel on Climate
 Change, 310 + earlier in
 ch. 9....
- International Convention on
 Biological Diversity, 335
- Internet
 information on, 293, 361
 newspapers on, 362
 online searches on, 367
- Internment
 of Italian Canadians, 101
 of Japanese Canadians, 103–104
 of Ukrainian Canadians, 101
- Interviews, 369
- Inuit, 44, 156, 183, 311, 343
- Issues, 8
 criteria for, 9
 researching, 175–176
- Italian Canadians, internment of,
 101
- Ittinuar, Peter, 156
- Jamieson, Roberta, 138
- Japanese Canadians, internment
 of, 103–104
- Jean, Michaëlle, 32, 163, 276
- Jobs. *See also* Unemployment rates
 consumer spending and, 250–251
 disappearing, 226–227
 environmental decisions and, 299
 forests and, 332
- John Howard Society, 82
- Journalists, 47
- Judges, 67
 role of, 35
 Supreme Court, 35
 YCJA and, 79
- Judicial branch, 22, 34–35
- Juries, 79–81
- Just society, 57, 133
- Justice, 57
 advocacy groups, 82–83
 youth vs. adult, 64, 69
- Justice system
 and Aboriginal people, 72, 84–85
 fairness and equity of, 56, 60–87
- Kelly, Mary, 113–114
- Komagata Maru (ship), 173
- KWL charts, 366
- Kyoto Protocol, 315, 316
- Labour
 by children, 232
 as factor of production, 203
 laws, 231, 232
 shortages, 190
- Labour force
 Aboriginal peoples in, 183
 growth, 168
 immigration and, 163, 168, 183
- Labour unions, 113, 231–235
- Land
 Aboriginal peoples and, 304
 as factor of production, 203
 Métis and, 152, 153, 154, 155
 Numbered Treaties and, 127
- Landfills, 306
- Languages. *See also* Official languages
 of immigrants, 180
 Numbered Treaties and, 127
- Laurier, Wilfrid, 18
- Law breaking
 choices and, 61
 consequences of, 63, 66–73
- Laws/legislation
 advertising, 254
 cabinet and, 24
 Charter of Rights and Freedoms
 and making of, 105–111
 and collective rights, 118, 122
 and environment, 304
 environmental issues and, 302
 federal political system and, 22
 and GHG emissions, 317
 health and safety, 238, 248–249
 House of Commons and,
 31, 40–41
 labour, 231, 232
 making of, 38–42
 Senate and, 31, 40–41
- Layton, Jack, 48, 89, 286
- Le Devoir, 48
- Legislative branch, 22, 26–33, 27
- L’empreinte francophone
 (Francophone Imprint), 119
- LeRat, Marion, 9
- Levers, 333
- Libraries, 360
- Limited Brands, 333
- Line graphs, 348
- Littlebear-MacIntosh, Darlene, 127
- Lobbyists, 51–53
- Lord’s Day Act, 106
- Lougheed, Peter, 156
- Lubicon Lake Cree, 263
- Macdonald, John A., 18, 146
- Manitoba Act, 153, 158
- Manitoba Schools Act, 147
- Maps, 345–347
 thematic, 309
- Market economies, 204, 209–213,
 214–215
- Marketing. *See also* Advertising
 and consumer choices, 254–255
- Martin, Don, 47, 48
- Martin, Paul, 32, 135
- May, Elizabeth, 286
- McBride Lake Wind Farm, 317
- McLachlin, Beverley, 57
- McLellan, Anne, 69
- McMahon, Frank, 185
- Media
 and government, 46–50
 messages, 246–247
- Median, 281

- Members of parliament (MPs), 24, 27, 29–30, 35, 43
- Mens, Devin, 144
- Merasty, Gary, 29
- Métis
 - as Aboriginal people, 152, 155, 158
 - collective rights of, 152–160
 - and constitution, 156
 - and gun control, 10
 - hunting and fishing rights, 158
 - land, 153–155
 - in Manitoba, 158
 - population growth, 183
 - rights of, 159
 - settlements, 155, 157
 - status of, 44
- Métis Crossing, 119
- Métis Nation of Alberta, 158, 159
- Microsoft Corporation, 213
- Mind maps, 365, 367
- Ming Pao News, 48
- Minorities. *See also* Official language minorities
 - defined, 31
 - immigration of French-speaking, 185
- Minority government, 28, 206
- Mirza, Fahd, 174
- Mistahwahsis, 128, 129
- Mixed economies, 204, 207, 209
- Moccasin Flats*, 224
- Monopoly, 213
- Morris, Alexander, 128, 129
- Mulattris, Paulin, 185
- Mulroney, Brian, 206
- Myanmar (Burma), 262
- Nakoda Nation, 132
- Nault, Bob, 138
- Needs, 202
 - social programs and, 270–280
- New Brunswick, as bilingual province, 145
- New Deal, 208
- Newspapers, 362
- Nolette, Dolorèse, 7
- North American Free Trade Agreement (NAFTA), 206
- North West Territories Ordinance Number 22, 147
- Northwest Resistance, 154
- Numbered Treaties, 124–135, 137, 183
- Obhraj, Deepak, 29
- Odsen, Brad, 82
- Official bilingualism, 27, 145
- Official language minorities, 141, 142, 145, 148, 149
- Official languages, 27, 146. *See also* English language; French language
 - Charter of Rights and Freedoms and, 145
 - in Québec, 150
- Official Languages Act, 145, 148
- Oil and gas industry, 262
- Oil sands, 52, 53, 189, 299, 312, 320, 323–325, 326
- Omni Television, 48
- Opinions, 8
- Oral history, written history vs., 127
- Oral traditions, 6
- Outlines, 365, 367
- Pages, parliamentary, 43
- Papineau, Louis-Joseph, 263
- Parliament, work of, 29
- Parliamentary Press Gallery, 48
- Passchendaele*, 224
- Patriation, 134
- Les Patriotes, 263
- Pay equity, 113–114
- Pearson, Lester, 206
- Pembina Institute, 53
- Pemex, 209
- Perspectives
 - collective, 8
 - defined, 2
 - of others, 351
- Persuasive communication, 36–37
- Petro-Canada, 207
- Pie charts, 348
- Pikangikum First Nation, 123
- Planned economies, 204
- PMI charts, 366
- Podemski, Jennifer, 224
- Point of equilibrium, 211
- Points of view, 2, 8
- Poitras, Audrey, 158, 159
- Police, 68, 70
- Political parties, 28, 30
 - defined, 24
 - joining, 89, 294–295
 - and Kyoto Protocol, 316
 - leaders of, 24, 286
 - platforms, 287, 294
 - and social programs, 286–290
 - and taxation, 286–290
 - in U.S., 290
- Political systems, 3
- Pollution, 305
- Popular vote, 30
- Population
 - density, 346
 - immigration and, 168
 - Inuit, 311
 - magnitude, 345
 - maps, 345–346
- Portfolios, 24, 25
- Powley, Steve, 158
- Prejudices, 101
- Prices
 - and consumer choice, 245
 - fixing, 214, 215
- Primary sources, 136, 361
- Prime ministers (PMs), 18–19, 21, 22, 23–25, 35
- Prison, 72
- Private health care, 271
- Private ownership
 - in economic systems, 204
 - and jobs, 227
- Problem solving, 110–111, 349–351
- Production
 - factors of, 203
 - flow chart, 250
 - and supply, 210–211
- Profit
 - defined, 271
 - health care and, 277
- Prosecution, 67, 79
- Provincial governments
 - Charter of Rights and Freedoms and, 96
 - and immigration laws/policies, 186–191
- Provincial Nomination Program, for immigrants, 189
- Public good, 205
 - and cooperation vs. individualism, 205
 - government funding of products and services for, 215
- Public health care, 277

- defined, 271
- Public ownership, 204
- Publicly funded, defined, 145
- Quality of life
 - consumer behaviour and, 242–256
 - crime and, 56
 - defined, 2
 - factors affecting, 5
 - government decision making and, 266
 - immigration and, 162
 - income and, 194
 - oil sands and, 323–325
 - safety and, 7
 - social programs and, 266, 270–280
 - spirituality and, 6
 - values and, 5
- Québec
 - Charter and Francophone identity in, 150
 - habitation in, 145
 - immigrants in, 191
 - official languages in, 150
 - Protestant schools in, 146
- Québec Act, 145
- Québec High School, 144
- Question Period, 27, 43
- Reagan, Ronald, 208
- Rebaudengo, Antonio, 101
- Red River Resistance, 153
- Refugee Rights Day, 181
- Refugees
 - as category of immigrant, 167
 - criteria for, 166–179
 - point system and, 172
 - policy, 177
 - quality of life and, 178
- Regions
 - climate change and, 307, 308, 310
 - GHG emissions by, 307, 312–313, 314–315
 - immigrants and, 187–188
- Rehabilitation, 70
- Reintegration, 70
- Renewable energy, 317, 320
- Reporters, 47
- Representation
 - of First Nations, 44
 - in House of Commons, 33
 - in Senate, 33
- Republican Party, 208
- Research, 175–176, 356–369
- Residential schools, 131, 154
- Resources
 - economic, 202
 - limited vs. unlimited, 202, 204
 - non-renewable, 203
 - public vs. private ownership of, 204
 - renewable, 203
- Ridings, 28, 30
- Riel, Louis, 147, 153, 154
- Rights
 - arrest and, 61
 - citizenship, 89
 - defined, 2
 - democratic, 97
 - elections, 89
 - entrenchment of, 134, 149
 - equality, 98, 105, 150
 - inherent, 152
 - joining political parties, 89
 - legal, 98
 - Métis, 159
 - mobility, 97
 - responsibilities and, 89
 - voting, 44, 101
 - of workers, 229–235
- Roosevelt, Franklin, 208
- Roundtable discussions, 372
- Roy, Claudette, 149
- Royal Assent, 41
- Royal Proclamation of 1763, 126
- Safety
 - laws, 238, 248–249
 - and quality of life, 7
- Sahlen, Cassandra, 306
- Sales tax, 281
- Scarcity, 202–203
- Schools. *See also* Residential schools
 - Catholic, 146, 147
 - Francophone, 119, 141, 143, 146–147, 148, 149, 191
 - Francophone boards, 7, 148
 - Protestant, 146, 147
 - publicly funded, 145
- Scotford Upgrader, 323
- Scott, Melrose, 115
- Scrip, 153
- Secondary sources, 136, 361
- Security, and immigration policy, 179
- Senate, 22, 26, 31–38
 - Chamber, 31
 - debates, 26
 - and laws, 31, 40–41
 - representation in, 33
 - role of, 32
- Senators, 31
- Senior citizens, 267, 273
 - in U.S., 275
- Sentences, 67
 - defined, 64
 - for youth, 64
- September 11, 2001 attacks on United States, 108
- Sequestering, 79, 81
- Severson-Baker, Chris, 53
- Sibbald, Howard, 130
- Sign language, 105
- Siksika First Nation, 130
- Singh, Satnam, 181–182
- Slogans, 47
- Social involvement, 353–355
- Social programs, 273–274
 - defined, 266, 271
 - governments and, 274
 - health care as, 276–277
 - needs and, 270–280
 - political parties and, 286–290
 - and quality of life, 270–280
 - tax evasion and, 283
 - taxation and, 281–282
 - in U.S., 275
- Society, 2
- Solar panels, 320
- Species at Risk Act (SARA), 334
- Speech from the Throne, 276
- Spin-off jobs, 226
- Spirituality, and quality of life, 6
- Sponsorship scandal, 39
- Spreadsheets, 366, 367
- St. Laurent, Rachel, 143
- St. Paul des Métis, 154
- Stelmach, Ed, 324
- Stoddart, Jennifer, 107
- Stowe, Emily Howard, 101
- Strikes, 229–230, 234, 235
- Students for Environmental and Social Advocacy, 320–321
- Sudan, 163, 178
- Suffragettes, 101
- Sunday shopping, 106

- Supply, 210–211, 226–227
- Supreme Court of Canada, 22, 35
 on Charter protection of
 collective bargaining, 235
 and Francophone school boards,
 148
 on Métis hunting and fishing
 rights, 158
 on official languages in
 Québec, 150
 and retirement age, 115
 on schools in Québec, 150
 and sign-language
 interpreters, 105
 Singh decision, 181–182
 and Sunday shopping, 106
- Surveys, 368–369
- T-charts, 366
- Talking circles, 350
- Tardif, Claudette, 32
- Tax base, 283
- Tax evasion, 283–285
- Taxation model, 283
- Taxes
 and government grants, 222
 and health care, 271
 political parties and, 286–290
 and social programs, 266, 271,
 281–282
 tire, 214
- Telefilm Canada/Téléfilm
 Canada, 223
- Thematic maps, 309
- Thinking
 creative, 340–341
 critical, 340–341
 geographic, 345–348
 historical, 342–344
- Timelines, 342–344
- Toews, Vic, 72
- Tootoosis, John, 132
- Traditional knowledge, 84, 85
- Trans fats, 249
- Trudeau, Pierre, 19, 24, 133, 134, 148
- Tsuu T'ina First Nation, 100
- Ukrainian Canadians, internment
 of, 101
- UN Convention Relating to the
 Status of Refugees, 177
- Underground economy, 283–285
- Unemployment rates, 228.
See also Jobs
- Unions. *See* Labour unions
- United States
 and climate change, 314–315
 economy of, 208, 219, 223
 government responsibilities
 in, 275
 political parties in, 290
 public ownership in, 207
 September 11, 2001 attacks
 on, 108
 social programs in, 275
 State of Union address, 276, 315
 War of Independence, 208
- URLs (Uniform Resource
 Locators), 293
- Values, 5, 270, 271
- Venn diagrams, 364
- Victims of crime, 62
- Vidakovic, Sandra, 7
- Volunteers, 69
- Voting
 and assimilation, 44
 on bills, 26
 in House of Commons, 26
 rights, 44, 101
 in Senate, 26
- Wallace, Cliff, 330–335
- Wants, 202
- Warren, John and Linda, 105
- Wildlife, 305, 334
- Wind energy, 317
- Winnipeg General Strike, 234
- Women, voting rights for, 101
- Woodland caribou, 330–335
- Workforce. *See* Labour force
- Writing, for different
 purposes/audiences, 216–217
- Written history, oral history vs., 127
- Young offenders
 adult offenders compared to,
 64, 69
 fair and equitable treatment
 of, 60–73
 privacy of, 64
 violent, 73
- Youth Criminal Justice Act (YCJA),
 64, 68, 69, 70, 71, 73, 79
- Youth Justice Committees, 62,
 67, 84–85
- Youth justice system.
See Justice system

Credits

This page constitutes an extension of the copyright page. We have made every effort to trace the ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections in future printings. Thanks are due to the following authors, publishers, and agents for permission to use the material indicated.

Legend: b=bottom c=center l=left r=right t=top
LAC = Library and Archives Canada
GA = Glenbow Archives

Nine on 9 team photos, appearing throughout, and custom photos by David Vasicek, Colorspace Photo-Graphics Inc.?

(computer monitor) **55:** (r), **87:**, **117:** (b), **161:** (b), **193:** (b), **237:** (b), **241:** (bl), **265:**, **297:** (b), **346:**, **371:** ©www.istockphoto.com/Joshua Blake (paper backgrounds, appearing throughout) ©iStockphoto.com/Trevor Hunt

Cover ©Bill Brooks/Masterfile

Introduction 2: Moose Jaw Times-Herald/The Canadian Press(Mark Taylor) **3:** DAVE CHAN/AFP/Getty Images **4:** Image courtesy Syncrude Canada Ltd. **5:** (bc) Jack Hollingsworth/Photodisc/Getty Images **5:** (tc) Seth Goldfarb/Photonica/Getty Images **5:** (r) ©Stavchansky Yakov, 2008. Shutterstock, Inc. **5:** (l) ©Spencer Grant/PhotoEdit **6:** (b) Drajs Vujnovic/Parks and Protected Areas Division, Alberta Community Development, Government of Alberta **7:** (t) Courtesy Sandra Vidakovic **7:** (b) Courtesy of Dolorèse Nolette **8:** (tc) AP Photo/The Canadian Press(Ted S. Warren) **8:** (bl) Philip and Karen Smith/Stone/Getty Images **8:** (br) Shaughn Butts/The Edmonton Journal **9:** (tr) Grant Black, The Calgary Herald, reprinted with permission of The Calgary Herald. www.calgaryherald.com **9:** (l) The Canadian Press(Ryan Remiorz) **9:** (br) ©Gary Gerovac/Masterfile **10:** Chris Schwarz/The Edmonton Journal **11:** ©www.istockphoto.com/Jeroen Peys **15:** (tr) ERproductions Ltd./Blend Images/Getty Images **15:** (br) Shaughn Butts/The Edmonton Journal **15:** (tl) The Canadian Press(Fred Chartrand) **15:** (bl) Courtesy Calgary Police Service

Chapter 1. 16: (b) George P. Roberts/LAC/C-000733 **17:** (bl) Edmonton Sun/The Canadian Press(Brendon Dlouhy) **17:** (tr) La Presse/The Canadian Press(Robert Skinner) **17:** (tl) Nancy Karetak-Lindell **17:** (br) The Canadian Press(Chris Wattie) **18:** (bl) GA NA-293-2 **18:** (br) LAC/C-000688 **19:** (br) Hulton Archive/Getty Images **19:** (bl) Paul Horsdal/LAC/PA-130070 **20:** The Canadian Press(Fred Chartrand) **24:** The Jack Davis Scholarship **27:** The Canadian Press(Tom Hanson) **28:** (b) Library of Parliament/Bibliothèque du Parlement, Stephen Fenn **29:** (t) Courtesy of Gary Merasty **29:** (b) The Canadian Press(Jonathan Hayward) **29, 30:** Election data adapted from: Elections Canada. Retrieved March 2008 from http://www.elections.ca/content.asp?section=gen&dir=rep/re2/sta_2006&document=index&lang=e&textonly=false. Calculations and adaptation rest with the authors. **31:** The Canadian Press(Tom Hanson) **32:** (c) CHRIS WATTIE/Reuters/Landov **32:** (b) Courtesy of Bert Brown **32:** (tl) Edmonton Sun/The Canadian Press(Dan Riedlhuber) **35:** (t) ©Supreme Court of Canada, photo by Larry Munn **35:** (b) ©Supreme Court of Canada, photo by Philippe Landreville **38:** The Canadian Press(Fred Chartrand) **39:** (b) The Canadian Press(Tom Hanson) **43:** (b) ©Nicholas James Homrich,

2008. Shutterstock, Inc. **43:** (cr) Thanks to Parliament of Canada Page Program and Stéphane Doucette-Préville **44:** Courtesy Anna Hunter **45:** (tl) ©2008 Jupiterimages Corporation. Image100 **45:** (bl) ©Rick Friedman/Corbis **45:** (br) ©iStockphoto.com/walik **46:** (l) George Doyle/Stockbyte/Getty Images **46:** (tr) ©Buzzshotz/Alamy **46:** (b) ©iStockphoto.com/Lise Gagne **47:** Courtesy of Don Martin **48:** (tl) Courtesy APTN **48:** (cl) Courtesy of CBC **48:** (bl) Reproduced with permission of Le Devoir. **48:** (b) The Canadian Press(Jacques Boissinot) **49:** inset, Adapted from: Legisinfo, 2007. Parliament of Canada. Retrieved 2007 from <http://www.parl.gc.ca/LEGISINFO/>; also, "Harper wants fixed dates for federal elections." CTV.ca. Retrieved 27 May 2007 from <http://www.ctv.ca>; also, "Harper promises law to set election date every four years." CBC.ca. Retrieved 26 May 2007 from <http://www.cbc.ca/canada/story/2006/05/26/fixe-vote-060526.html> **51:** (bl) ©justin maresch, 2008. Shutterstock, Inc. **51:** (br) ©iStockphoto.com/Sandra Nicol **52:** (t) Courtesy of Canadian Association of Petroleum Producers/ Pierre Alvarez **52:** (b) The Canadian Press(Larry MacDougal) **53:** (t) Courtesy Chris Severson-Baker, Pembina Institute

Chapter 2. 56: ©www.istockphoto.com/Emily Engler **57:** Chief Justice's speech adapted from: http://www.scc.csc.gc.ca/about-court/judges/speeches/Challenges_e.asp. Reproduced with the permission of the Supreme Court of Canada. **57:** (br) The Canadian Press(Aaron Harris) **57:** (tl) ©SuperStock, Inc./SuperStock **60:** (b) The Canadian Press(Tim Smith) **64:** (t) ©iStockphoto.com/Elnur Amikishiyev **68:** Courtesy Calgary Police Service **69:** (r) AP Photo/The Canadian Press(Ric Feld) **70:** (b) Courtesy Calgary Police Service **71:** (cl) Crime rate data: Adapted from Statistics Canada, <http://www.statcan.ca/Daily/English/070718/d070718b.htm>, retrieved 14 April 2008. Statistics Canada information is used with the permission of Statistics Canada. Users are forbidden to copy this material and/or disseminate the data, in an original or modified form, for commercial purposes, without the expressed permission of Statistics Canada. Information on the availability of the wide range of data from Statistics Canada can be obtained from Statistics Canada's Regional Offices, its World Wide Web site at <http://www.statcan.ca>, and its toll-free access number 1-800-263-1136. **72:** (Tibbetts article) Material reprinted with the express permission of CANWEST NEWS SERVICE, a CanWest Partnership. **72:** (l) The Canadian Press(Fred Chartrand) **73:** (b excerpt) An abbreviated version of an editorial in the Edmonton Journal 11 July 2007 **73:** (t excerpt) "Justice can be seen to be done," courtesy of Drayton Valley Western Review **73:** (tr) ©imagebroker/Alamy **74:** (b) Bruce MacKinnon/Artizans.com **77:** ©Phil Date, 2008. Shutterstock, Inc. **78:** Meadowvale Secondary School **79:** (b) ©2008 Jupiterimages Corporation. TongRo Image Stock **82:** Courtesy of Bud Odsen, The John Howard Society **83:** Courtesy of Jacqueline Biollo, The Elizabeth Fry Society **85:** (c) Ottmar Bierwagen/Spectrum Photofile

Chapter 3. 88-89: (b) The Canadian Press(Tom Hanson) **89:** (tr) The Canadian Press(Andrew Vaughan) **89:** (tc) Toronto Star/The Canadian Press(Bernard Weil) **90:** (bl) ©Joseph Dilag, 2008. Shutterstock, Inc. **92:** (Charter) DCH-Human Rights Program, Reproduced with the permission of the Minister of PWGSC, 2007. **96:** (br) AP Photo/Shawn Baldwin **96:** inset adapted from, Chrétien, Jean. "Preface." *The Charter of Rights and Freedoms: A Guide for Canadians*. Ottawa: Minister of Supply and Services Canada, 1984. p.v. **97:** (b) George Doyle/Stockbyte/Getty Images **97:** (tr) The Canadian Press(Paul Chiasson)

97: (cr) ©2008 Jupiterimages Corporation 98: (tr) ©Morgan Lane Photography, 2008. Shutterstock, Inc. 98: (c) ©Lisa Pardon/Taxi/Getty Images 99: Courtesy of Emily's family. 100: (l) GA M-1837-22a 100: (br) GA NA-1241-182 101: ©Bettmann/CORBIS 102: (Rebaudengo excerpt) GA M 7685 102: (tl) GA NA-1870-6 102: (bl) GA NA-5124-22 103: (b) Tak Toyota/LAC/C-046350 105: (r) ©Michael Newman/PhotoEdit 106: (r) ©Peter Cade/Iconica/Getty Images 106: (bl) ©Zoran Milich/Masterfile 107: (t excerpt) Adapted from an article by Tonda MacCharles. Reprinted with permission - Torstar Syndication Services 107: (b) ©Arlene Jean Gee, 2008. Shutterstock, Inc. 108: Michael de Adder/Artizans 109: (Food ad article) Material reprinted with the express permission of: Montreal Gazette Group Inc., a CanWest Partnership 109: (TV) ©iStockphoto.com/ene 109: (fries) ©khz, 2008. Shutterstock, Inc. 112: ©Jaimie Duplass, 2008. Shutterstock, Inc. 113: (br) Courtesy of Mary Kelly 114: ©Janine Wiedel Photolibrary/Alamy 115: (tr) Bruce Edwards/The Edmonton Journal

Chapter 4. 118-119: (b) Rob Berdan, Science & Art Multimedia 119: (cr) Courtesy l'ACFA 119: (tr) Courtesy of Wilma Jackknife 119: (tl) Edmonton Sun/The Canadian Press(Robert Taylor) 120: (Brant) ©Canada Post Corporation, 1986. (Marquette) ©Canada Post Corporation, 1987. (Dumont) ©Canada Post Corporation, 1985. All reproduced with permission. 121: (Great Peace) ©Canada Post Corporation, 2001. (Red River) ©Canada Post Corporation, 1993. All reproduced with permission. 123: The Canadian Press(John Woods) 126: (train) GA NA-990-3 126: (br) GA NA-4967-10 126: (tr) ©John Bell, 2008. Shutterstock, Inc. 126: (bl) LAC/C-140172 127: (br) Darlene Littlebear-MacIntosh 127: (bl) LAC/e004156541 128: (br) The Canadian Press(Tom Hanson) 129: (excerpts t, b) Morris, Alexander. *The Treaties of Canada with the Indians of Manitoba and the North-West Territories*. Toronto: Belfords, Clarke, 1880, pp. 213, 231. 129: (c) LAC Acc. No. 1986-79-1638 130: (t) A. Rafton Canning/LAC/PA-029769 130: (cl) GA NA-633-5 131: (excerpt) Adapted from Davin, Nicholas Flood. *Report on Industrial Schools for Indians and Half-Breeds*. Ottawa: Queen's Printer, 14 March 1879, pp. 1, 7, 11. 131: (t) GA NA-739-11 131: (br) LAC/NL-022474 132: (MacInnes and Tootoosis excerpts) Adapted from Meijer Drees, Laurie. *The Indian Association of Alberta, A History of Political Action*. Vancouver, Toronto: UBC Press, 2005, pp. 76, 180. 132: (b) GA ND-8-404 132: (cl) Saskatchewan Archives Board R-A7662 133: (IAA excerpt) Adapted from Indian Chiefs of Alberta. *Citizens Plus: A Presentation by the Indian Chiefs of Alberta to Right Honourable P.E. Trudeau, June 1970*. Edmonton, AB: Indian Association of Alberta. pp. 4, 7, 13. 133: (b excerpt) Adapted from Parliament of Canada. *Statement of the Government of Canada on Indian Policy*. Ottawa: Queen's Printer, 1969. Parts 1 and 5. 133: (b) LAC/PA 170161 133: (t) The Canadian Press 134: (FSI excerpt) Adapted from Federation of Saskatchewan Indians. *Recognition and Entrenchment of Treaty and Aboriginal Rights and Indian Government Within the Canadian Confederation*. Saskatoon: Federation of Saskatchewan Indians, 1980. p. 6. 134: (b) Penelope Breese/Liaison/Getty Images 134: (Trudeau excerpt) Adapted from Trudeau, Pierre. *Remarks by the Prime Minister at the Proclamation Ceremony on April 17, 1982*. Ottawa: Office of the Prime Minister, 1982. 134: (tl) Tootoosis O.H. and Archival Images Collection 135: (Martin excerpt) Adapted from Prime Minister Paul Martin's address to the First Ministers and Aboriginal leaders in Kelowna, BC, 24 November 2005. Retrieved March 2007 from http://www.pcobcp.gc.ca/default.asp?Language=E&Page=archivemartin&Sub=speechesdiscours&Doc=speech_20051124_659_e.htm 135: (b) The Canadian Press(Adrian Wyld) 135: (tr) Winnipeg Free Press/The Canadian Press(Ken Gigliotti)

138: inset, adapted from: "Canada's First Nations Governance Act is nothing of the sort." *Indian Country Today*: June 28, 2002. Retrieved 2007 from <http://www.indiancountry.com/content.cfm?id=1025272931>; also, "The First Nations Governance Act." CBC News, 2 July 2004. Retrieved 2007 from <http://www.cbc.ca/news/background/aboriginals/indianact.html> 138: (b) The Canadian Press(Fred Chartrand) 141: (b) Courtesy of École Centre Boréal 143: Courtesy of the St. Laurent family. 144: (b) Cosmo Condina/Riser/Getty Images 145: (b) ©North Wind Picture Archives/Alamy 146: (l) LAC/C-021604 146: (r) Notman/LAC/PA-74102 147: GA NA-272-1 149: Courtesy of Claudette Roy, C.M. 150: ©Stock Connection Blue/Alamy 151: Hon. Denis Coderre, MP for Bourassa 153: (b) GA NA-2839-4 153: (tl) LAC/PA-012854, Acc. 1936-270 154: (tl) GA NA-504-3 154: (r) Parks Canada/D. MacArthur/H.08.81.03.01(33) 155: GA PA-2218-109 156: (b) The Canadian Press(Gordon Karam) 156: (t) The Canadian Press(Peter Bregg) 158: (b) Panoramic Images/Getty Images 158: (tl) The Canadian Press(Tom Hanson) 159: (tr) Patricia Russell/Métis Nation of Alberta

Chapter 5. 162: (br) LAC/C-085854 162: (bl) LAC/C-095320 163: (cl) AP Photo/The Canadian Press(Alfred de Montesquiou) 163: (tr) The Canadian Press(Fred Chartrand) 163: (tl) ©M Stock/Alamy 163: (b) ©Rommel/Masterfile 164: (b) The Canadian Press(Paul Chiasson) 166: (b) The Canadian Press (Jonathan Hayward) 167: Adapted from: <http://www.cic.gc.ca/english/resources/statistics/facts2006/overview/01.asp>, retrieved March 2008. 171: John Lucas/The Edmonton Journal 173: (t) LAC/PA-034014 173: (b) Toronto Star/The Canadian Press (David Cooper) 177: (r) Keystone/Stringer/Hulton Archive/Getty Images 178: Courtesy of Mary's family, Taro Hashimoto and Catholic Social Services 181: (r) The Canadian Press(Ryan Remiorz) 183: Amanda Fink/The Edmonton Journal 184: Resolution adapted from: Assembly of First Nations Resolutions. Retrieved March 2008 from <http://www.afn.ca/article.asp?id=1946>. 184: (b) The Canadian Press(Ryan Taplin) 185: (t) Courtesy Frank McMahon 185: (b) Paulin Mulatris 186: The Canadian Press(Jacques Boissinot) 189: (r) The Canadian Press(Jeff McIntosh) 190: (b) Adapted from: <http://www.cic.gc.ca/english/resources/statistics/facts2006/permanent/17.asp>, retrieved April 2008; also <http://www.statcan.ca/Daily/English/060927/d060927a.htm>, retrieved April 2008. 190: (t) Adapted from: Canadian Federation of Independent Business, "Shortage of Qualified Labour Survey." Aug. 2005 191: Michelangelo Gratton/Digital Vision/Getty Images

Chapter 6. 194: (b) ©Chuck Franklin/Alamy 195: (tr) Corel 195: (b) The Canadian Press(Francis Vachon) 195: (tl) ©iStockphoto.com/Chris Schmidt 196: TODD GIPSTEIN/National Geographic Image Collection 198: (apple) ©www.iStockphoto.com/ZoneCreative 198: (backpack) ©iStockphoto.com/Natalia Siverina 198: (ball) ©iStockphoto.com/Sebastian Knight 198: (comb) ©iStockphoto.com/Radu Razvan 198: (notebook) ©Fatih Kocylidir, 2008. Shutterstock, Inc. 198: (pens) ©iStockphoto.com/Rafa Irusta 202: ©iStockphoto.com/jerryhat 203: (b) AP Photo/The Canadian Press(John Froshauer) 203: (c) Zigy Kaluzny/Stone/Getty Images 203: (t) ©iStockphoto.com/Don Wilkie 206: (tl) Alfred Eisenstaedt/Stringer/Time & Life Pictures/Getty Images 206: (bl) The Canadian Press(Ron Poling) 207: (bl) CBC/Radio-Canada 207: (tl) The Canadian Press(Adrian Brown) 207: (r) The Canadian Press(Don Denton) 208: (tl) CORBIS 208: (bl) National Archives and Records Administration (ARC 198556); 09/12/1984 209: (t) SUSANA GONZALEZ/Bloomberg News/Landov 209: (b) ©iStockphoto.com/CPW 212: (b) ©iStockphoto.com/

Shane White **213**: (tl) ©David Leadbitter/Alamy **213**: (tr) ©Tim Mantoani/Masterfile **214**: (tl) ©Masterfile **214**: (b) The Canadian Press(Richard Lam) **214**: (tr) ©iStockphoto.com/Palto **215**: (l) Corbis/First Light **215**: (t) ©J. Helgason, 2008. Shutterstock, Inc. **219**: (t) (book) Courtesy Fifth House Publishers **219**: (cr) Courtesy Fafard Sculpture Inc. **219**: (cl) FRED TANNEAU/AFP/Getty Images **219**: (b) Frobisher. Photo: Trudie Lee, courtesy of The Banff Centre. **223**: (cr) Courtesy of Sharing Visions/Réveries Inc./Jean Patenaude **223**: (b) ©POZZO DI BORGIO, 2008. Shutterstock, Inc. **224**: (tl, tr) Copyright ©2003 Big Soul Productions **224**: (br) The Canadian Press(Jeff McIntosh) **224**: (bl) The Canadian Press(Jonathan Hayward) **226**: (b) The Canadian Press(Tom Hanson) **227**: (tr) ©cloki, 2008. Shutterstock, Inc. **229**: Adapted from: "Strike vote planned by HSAS members." Betty Ann Adam. Regina Leader-Post, 30 July 2002, p. A1 FRO; also, "Strike will affect many," Anne Kyle. Regina Leader-Post, 5 September 2002, p. A1 FRO **229**: (b) ERproductions Ltd./Blend Images/Getty Images **230**: (bl) Edmonton Sun/The Canadian Press(Walter Tychnowicz) **230**: (tr) REUTERS/Andy Clark/Landov **230**: (tl) The Canadian Press(Richard Lam) **230**: (br) ©Michael Dwyer/Alamy **231**: George Henry Field/LAC/PA-123090 **232**: LAC/C-030945 **234**: (b) GA NA-1775-2

Chapter 7. **238**: (r) ©iStockphoto.com/Clayton Hansen **238**: (l) ©iStockphoto.com/KMITU **239**: (b) ©Allan Davey Studios/Masterfile **239**: (t) ©Damir Frkovic/Masterfile **239**: (r) ©Paul Hardy/Corbis **240**: ©iStockphoto.com/Amanda Rohde **241**: (br) ©iStockphoto.com/christine balderas **242**: ©David Noton Photography/Alamy **248**: (br) Material reprinted with the express permission of Edmonton Journal Group Inc., a CanWest Partnership **248**: (tl) Shaughn Butts/The Edmonton Journal **249**: (tl) Material reprinted with the express permission of CanWest News Service, a CanWest Partnership **249**: (tr) Nico Kai/Iconica/Getty Images **250**: (factory) ©iStockphoto.com/Russell Tate **250**: (flask) ©iStockphoto.com/natsmith1 **250**: (pen) ©iStockphoto.com/EuToch **250**: (pickaxe) ©iStockphoto.com/David Foreman **250**: (storefront) ©iStockphoto.com/Julie Felton **250**: (truck) ©iStockphoto.com/Nathan Till **252**: (t) ©iStockphoto.com/EuToch **253**: (b) JAMES P. BLAIR/National Geographic Image Collection **254**: (athlete) ©David Stoecklein/CORBIS **254**: (doctor) ©iStockphoto.com/Tom Marvin **254**: (friends) ©iStockphoto.com/Abimelec Olan **254**: (mug) ©Joellen L. Armstrong, 2008. Shutterstock, Inc. **254**: (musician) Plush Studios/Photodisc/Getty **254**: (pop) ©iStockphoto.com/Pali Rao **256**: (l) ©The New Yorker Collection 2007 Jack Ziegler from cartoonbank.com. All Rights Reserved. **256**: (r) ©The New Yorker Collection 2007 Roz Chast from cartoonbank.com. All Rights Reserved. **257**: ©iStockphoto.com/Jeremy Dyson **262**: (l) AP Photo/The Canadian Press(Ronald Zak) **262**: (br) ©iStockphoto.com/Lee Pettet **262**: (bc) ©iStockphoto.com/Les Cunliffe **263**: (t) LAC Acc. No. 1972-26-759 **263**: (b) Terry Lusty

Chapter 8. **266**: (b) ©iStockphoto.com/Harmonic Photo **267**: (tr) The Canadian Press(Graham Hughes) **267**: (tl) The Canadian Press(Jeff McIntosh) **267**: (b) ©iStockphoto.com/Carme Balcells **270**: (br) The Canadian Press(Frank Gunn) **270**: (bl) The Canadian Press(Nathan Denette) **276**: (t) AP Photo/Ron Edmonds **276**: (b) The Canadian Press(Fred Chartrand) **277**: Brief excerpts from the website of the Council of Canadians, www.profitisnot-theure.ca, reproduced with permission. **281**: ©Inti St Clair/drr.net **282**: Adapted from: <http://www40.statcan.ca/101/cst01/govt49b.htm>, also <http://www40.statcan.ca/101/cst01/govt08c.htm?sdi=alberta%20government%20expenditure>, both retrieved March 2008. **285**: (boy) ©Andrew Paterson/Alamy

286: (br) Don MacKinnon/Getty Images **286**: (tc) The Canadian Press(Clement Allard) **286**: (bl) The Canadian Press(Dave Chidley) **286**: (tl) The Canadian Press(Jonathan Hayward) **286**: (tr) The Canadian Press(Tom Hanson) **289**: Courtesy of the Conservative Party of Canada **289**: Courtesy of the Green Party of Canada **289**: Courtesy of the Liberal Party of Canada **290**: Courtesy of the New Democratic Party of Canada **290**: Democratic Party views, adapted from: http://www democrats.org/a/national/affordable_health_care/, retrieved March 2008. **290**: Republican Party views, adapted from: <http://healthcare.gop.com/GroupPage.aspx?>, retrieved March 2008. **291**: (tr) Globe and Mail/The Canadian Press(Boris Spremo) **295**: (br) The Canadian Press(Jonathan Hayward) **295**: (l) ©SHAUN BEST/Reuters/Corbis **296**: ©iStockphoto.com/Dar Yang Yan

Chapter 9. (masking tape, appearing throughout) ©iStockphoto.com/Mark Hicks II (note backgrounds, appearing throughout) ©iStockphoto.com/Dar Yang Yan **298**: ©Otto Mehes/Alamy **299**: (c) Photolibary/Getty Images **299**: (b) The Canadian Press(Larry MacDougal) **299**: (t) ©Wally Bauman/Alamy **300**: ©iStockphoto.com/indykb **302**: (br) ©iStockphoto.com/Alan Chao **304**: (tl) ©PHOTOTAKE Inc./Alamy **304**: (tr) Andre Gallant/Image Bank/Getty Images **304**: (bl) Winnipeg Free Press/The Canadian Press(Ken Gigliotti) **304**: (br) ©iStockphoto.com/Catherine Jones **305**: (t) Courtesy of Graham's Family **305**: (b) Courtesy of Michelle's family **306**: Courtesy of Cassandra's family. **307**: NASA S118-E-09467 **311**: (t) Reproduced with the permission of Natural Resources Canada 2008, courtesy of The Atlas of Canada **311**: (b) ©Kevin Spreekmeester/First Light/Getty Images **316**: (b) AP Photo/Binsar Bakkara **317**: (tc) Arthur S. Aubry/The Image Bank/Getty Images **317**: (l) ©22DigiTal/Alamy **317**: (r) ©Lloyd Sutton/Alamy **317**: (bc) ©iStockphoto.com/Jeff Strickler **320**: (l) Courtesy of Camrose Composite High School and Rob's family **321**: (b) Courtesy of Camrose Composite High School **322**: ©iStockphoto.com/TIM MCCAIG **323**: (b) The Canadian Press(Adrian Wyld) **324**: (b) Ed Stelmach quote sourced from speech given to Canadian Association of Petroleum Producers Oil and Gas Investment Symposium Calgary; June 19, 2007, found on the website of the Premier of Alberta at time of publication. **325**: (t) Material reprinted with the express permission of Edmonton Journal Group Inc., a CanWest Partnership **325**: (b) Sierra Club of Canada **326**: (l) Malcolm Mayes/Artizans **326**: (r) by David Cooney, www.CartoonStock.com **329**: Cleve Wershler **330**: (caribou) Michael Wheatley/All Canada Photos/Getty Images **330**: (tr) Cliff Wallis **331**: ©1996 Forest Stewardship Council, A.C. **333**: (bark) ©iStockphoto.com/Rich Yasick **334**: (bear) ©Gary Dublanko/Alamy **334**: (caribou) Altrendo Nature/Getty Images **334**: (frog) Panoramic Images/Getty Images **334**: (iris) ©Tim Stach/drr.net

Skills Centre. **348**: See source notes listed on other pages, (l) p71 (t) p30 (b) p167 **367**: Microsoft product screen shot reprinted with permission from Microsoft Corporation. Microsoft® PowerPoint®